

# HOWELL TOWNSHIP PUBLIC SCHOOLS

## WORLD LANGUAGE CURRICULUM

**BOARD APPROVED: August 23, 2017**

Includes K-8 Spanish and Middle School French Curriculum

Howell Township Board of Education  
2017-2018

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## Table of Contents

	Page
Philosophy.....	1
Goals.....	2
New Jersey Core Curriculum Content Standards	
Statues and Regulations.....	3
Introduction to the Standards.....	4
NJ World Language Learning Progressions.....	12
Academic Council on the Teaching of Foreign Language Standards	
Performance Guidelines for K -12 Learners.....	36
Curriculum	
Kindergarten Overview/ Grades 1-5 Scope and Sequence	
Elementary Spanish Units of Study K-5	
Middle School Spanish Scope and Sequence with Lessons	
Middle School French Scope and Sequence with Lessons	
Additional Resources	
Kindergarten and Grade 1 Supplemental Packet	
Salsa Vocabulary	

## Philosophy

Today in New Jersey, there are over 100 different ethnic groups, and in Howell Township alone, more than 40 different languages are spoken. Advancements in technology enables us to gain direct and immediate access to dozens of countries around the world. Today's economy is globally interdependent, relying on a constant exchange of ideas, information and products that help us to increase the standards of living for all.

In our constant effort to build a better future for each successive generation, we have discovered the merits of working together, not only within our own country, but also beyond our borders. In all of this, communication is a key factor for success. Language is the most valuable asset in establishing collaborative contacts with speakers of others languages in our own country as well as abroad.

By acquiring another language, one comes to understand and appreciate other cultures, while strengthening an awareness of his or her own. This understanding is necessary when relationships with all people. It is imperative that today's students be prepared to form such relationships in order to sustain peace and productivity throughout the world.

Learning a second language offers advantages to individual students. It provides them with relevant and engaging activities in which students will communicate effectively, verbally and in writing, build self-esteem and confidence and develop a greater understanding of the world in which they live. Howell Township Public Schools is committed to providing students with enriching opportunities while learning a second language that will enrich their lives for years to come.

## World Language Program Goals

The goal of the World Language program is to provide a communicative-based program that aligns with the New Jersey Core Curriculum Content Standards for World Languages and helps each student:

- Develop an acceptable level of proficiency in listening and speaking in the target language, with a progression towards reading and writing.
- Develop an awareness and appreciation of various cultures, as well as a better appreciation of his or her own.
- Make connections with other content areas.
- Gain awareness of broader career and social opportunities.
- Appreciate the value of communicating in the target language.

## New Jersey Student Learning Standards

### World Languages

#### Statutes and Regulations

**N.J.S.A. 18A:35-4.18:** Provides students in public schools the opportunity to receive instruction in and graduation credit for a world language not taught in the public school district.

- Guidelines for Organizations Seeking Approval of Instructional Programs Offering World Languages Not Taught in Public School Districts
- Procedures to be used by New Jersey School Districts for Approval of Instructional Programs Offering World Languages not Taught in Public School Districts
- Non-Public School World Languages Program Application Form

#### **N.J.A.C.6A:8 - Standards and Assessment for Student Achievement**

**N.J.A.C. 6A:8-1.1:** The New Jersey Student Learning Standards specify expectations in nine content areas including world languages. The standards are further delineated by Indicators that outline what students should know and be able to do at benchmark grades four, eight and twelve.

**N.J.A.C. 6A:8-3.1:** Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the Student Learning Standards."

**All students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards.**

**NJAC 6A:8-3.1(a)3:** Holds school districts accountable for "assessing and publicly reporting student achievement in all content areas", including such areas as world languages that are not yet part of the statewide assessment program.

**This underscores the school district's responsibility for program implementation and reporting of student outcomes.**

# New Jersey Student Learning Standards

## World Languages

### Introduction- World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, *N.J.A.C. 6A:8-5.1(b)4* directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### *Revised Standard*

Although the Standard for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21st Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In *Outliers: The Story of Success* (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey Students Learning Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the New Jersey Student Learning Standard for World Languages.

### **Language Proficiency Levels**

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included.

The development of these proficiency levels was informed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines—Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001) and is supported by more recently released documents including the ACTFL Performance Descriptors for Language Learners 2012 and ACTFL Proficiency Guidelines 2012. Below is a short summary of each proficiency level included in the standard document:

- Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

### **Realistic Grade-Level Targets for Benchmarked Performance Levels**

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

**A Note about Preschool Learners:** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade.

However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2.

## **Philosophy and Goals**

The world languages standard and indicators reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in 5 the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication— interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

## **Selecting Culturally Authentic Materials**

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that

instructors should choose materials based on “CALL-IT”: Context, Age, Linguistic Level and Importance of Task, always keeping in mind that it is the task that should be edited not the text.

### **Three Strands**

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational

**Strand A** reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

**Strand B** reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

**Strand C** reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

### **The Role of Grammar in the World Language Class**

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies. Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

#### **Resources:**

- The Joint National Committee for Languages (JNCL) website provides advocacy materials.

- The American Council on the Teaching of Foreign Languages (ACTFL) offers extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- There are several resources available to educators to assist them in the implementation of the standard. Among them are the Annotated Glossary with Resources, classroom application documents, the world language standard in action documents, the 21st century model unit, and the model curriculum for world languages at the Novice-Mid and Novice-High levels. Additionally, educators may wish to access the charts that provide a link to resources based on proficiency level and cultural content statements.
- Njcore.org is a website for educators to find and share standards-based resources. The New Jersey Department of Education encourages all educators to contribute to the database.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), A Report on the State of World Languages Implementation in New Jersey, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization, Foreign Language Educators of New Jersey (FLENJ), offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p>	<p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p>	<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p>	<p><b>7.1.IM.A.1</b> Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <u>culturally authentic materials</u> found in <u>electronic information</u> and other sources related to targeted themes.</p>	<p><b>7.1.IH.A.1</b> Analyze and critique information contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics.</p>	<p><b>7.1.ALA.1</b> Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p>
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u>.</p>	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <u>physical response</u>.</p>	<p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p><b>7.1.IM.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p><b>7.1.IH.A.2</b> Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <u>formal and informal</u> settings, through appropriate responses.</p>	<p><b>7.1.ALA.2</b> Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.</p>
<p><b>7.1.NM.A.3</b> Recognize a few common gestures and cultural <u>practices</u> associated with the</p>	<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural <u>practices</u> associated with target</p>	<p><b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,</p>	<p><b>7.1.IM.A.3</b> Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural</p>	<p><b>7.1.IH.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of</p>	<p><b>7.1.ALA.3</b> Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s</p>

target culture(s).	culture(s).	intonation, and cultural <u>practices</u> ) in the target culture(s) and in one's own culture.	<u>practices</u> ) in the target culture(s) to determine the meaning of a message.	functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u> .
<b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.	<b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.	<b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	<b>7.1.IM.A.4</b> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	<b>7.1.IH.A.4</b> Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	<b>7.1.AL.A.4</b> Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
<b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.	<b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.	<b>7.1.IM.A.5</b> Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	<b>7.1.IH.A.5</b> Synthesize information from oral and written discourse dealing with a variety of topics.	<b>7.1.AL.A.5</b> Evaluate information from oral and written discourse dealing with a variety of topics.
	<b>7.1.NH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this indicator is listed as reserved.	<b>7.1.IL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.IM.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.IH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.	<b>7.1.AL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
	<b>7.1.NH.A.7</b>	<b>7.1.IL.A.7</b>	<b>7.1.IM.A.7</b>	<b>7.1.IH.A.7</b>	<b>7.1.AL.A.7</b>

	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	Infer the meaning of a few unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words and phrases in new <u>formal and informal</u> contexts.	Infer the meaning of some unfamiliar words and phrases in academic and <u>formal</u> contexts.
		<b>7.1.II.A.8</b> Compare and contrast unique linguistic elements in English and the target language.	<b>7.1.III.A.8</b> Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	<b>7.1.IV.A.8</b> Analyze structures of the target language and comparable linguistic structures in English.	<b>7.1.V.A.8</b> Analyze elements of the target language that do not have a comparable linguistic element in English.
<b>Linguistic:</b>  The <u>Novice-Mid</u> language learner understands and communicates at the word level and can <u>independently</u> identify and recognize memorized words and phrases that bring meaning to text.	<b>Linguistic:</b>  The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <u>Intermediate-Mid</u> language learner understands and communicates at the sentence level and can use strings of sentences <u>independently</u> to: ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts.	<b>Linguistic:</b>  The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to: ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent.	<b>Linguistic:</b>  The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <u>independently</u> to: ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent. ➤ Identify some cultural <u>perspectives</u> . ➤ Identify the

				<ul style="list-style-type: none"> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul>	organizing principle in written and oral text.
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules,</li> </ul>			<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> </ul>	

<p>are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> <li>➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <u>practices</u>.)</li> <li>➤ Many <u>products</u> and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> <li>➤ What is perceived as “basic needs” varies among and within</li> </ul>	<p>and travel.)</p> <ul style="list-style-type: none"> <li>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>
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cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

➤ Learning about age- and

<p>developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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<p><b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>					
<p><b>Interpersonal Mode:</b> The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.B.1</b> Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p><b>7.1.NH.B.1</b> Use <u>digital tools</u> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p><b>7.1.IL.B.1</b> Use <u>digital tools</u> to participate in short conversations and to exchange information related to targeted themes.</p>	<p><b>7.1.IM.B.1</b> Use <u>digital tools</u> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<p><b>7.1.IH.B.1</b> Use <u>digital tools</u> to participate in extended conversations using a variety of timeframes to exchange information.</p>	<p><b>7.1.AL.B.1</b> Use <u>digital tools</u> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange</p>

					information.
<b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	<b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	<b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	<b>7.1.IM.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.	<b>7.1.IH.B.2</b> Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.	<b>7.1.AL.B.2</b> Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
<b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	<b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	<b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	<b>7.1.IM.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	<b>7.1.IH.B.3</b> Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.	<b>7.1.AL.B.3</b> Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
<b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	<b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.	<b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	<b>7.1.IM.B.4</b> Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.	<b>7.1.IH.B.4</b> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.	<b>7.1.AL.B.4</b> Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <u>informal and some formal settings</u> .
<b>7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	<b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.	<b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	<b>7.1.IM.B.5</b> Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	<b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in	<b>7.1.AL.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in

				other content areas.	other content areas, and some unfamiliar topics.
				<b>7.1.IH.B.6</b> Use language in a variety of settings to further personal and/or academic goals.	<b>7.1.AL.B.6</b> Use language in a variety of settings to further personal, academic, and career goals.
<p><b>Linguistic:</b></p> <p>The <u>Novice-Mid</u> language learner understands and communicates at the word level and can use memorized words and phrases <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Respond to learned questions.</li> <li>➤ Ask memorized questions.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and things.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-Mid</u> language learner understands and communicates at the sentence level and can use strings of sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>○ invitation.</li> <li>○ Express an opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>○ opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>○ opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>○ support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>➤ Observing and participating in</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> </ul>			<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of</li> </ul>	

<p>culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <u>practices</u>.)</p> <p>➤ Many <u>products</u></p>	<p>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>issues.)</p> <p>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Examination of the roles of race,</p>
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<p>and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>➤ What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>➤ Maps, graphs,</p>		<p>ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>
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<p>and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <u>geography</u>.)</p> <p>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts</p>		
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<p>of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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<p><b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities</p>					
<p><b>Presentational Mode:</b> The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.</p>	<p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.</p>	<p><b>7.1.IL.C.1</b> Use knowledge about cultural <u>products</u> and cultural <u>practices</u> to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.</p>	<p><b>7.1.IM.C.1</b> Synthesize information related to the cultural <u>products</u>, cultural <u>practices</u>, and cultural <u>perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.</p>	<p><b>7.1.IH.C.1</b> Explain and compare how a cultural <u>perspective</u> led to the development of a cultural <u>product</u> or cultural <u>practice</u> in the target culture(s) and in one’s own culture, through a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.</p>	<p><b>7.1.AL.C.1</b> Create a research-based <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.</p>

<p><b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IM.C.2</b> Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IH.C.2</b> Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <u>perspectives</u> associated with the target culture(s).</p>	<p><b>7.1.AL.C.2</b> Create a research-based analysis of a current global problem/issue showing cultural <u>perspectives</u> associated with the target culture(s) and another world culture.</p>
<p><b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>	<p><b>7.1.AL.C.3</b> Use language creatively in writing for personal, career, or academic purposes.</p>
<p><b>7.1.NM.C.4</b> Present information from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.</p>	<p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.</p>	<p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate <u>culturally authentic materials</u> orally and in writing.</p>	<p><b>7.1.IM.C.4</b> Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u>.</p>	<p><b>7.1.IH.C.4</b> Explain the structural elements and/or cultural <u>perspectives</u> found in <u>culturally authentic materials</u>.</p>	<p><b>7.1.AL.C.4</b> Compare and contrast the structural elements and/or cultural <u>perspectives</u> found in <u>culturally authentic materials</u> with those found in selections in English.</p>
<p><b>7.1.NM.C.5</b> Name and label tangible cultural <u>products</u> and imitate cultural <u>practices</u> from the target culture(s).</p>	<p><b>7.1.NH.C.5</b> Tell or write about cultural <u>products</u> associated with the target culture(s) and identify how the <u>products</u> and <u>practices</u> are derived from the cultural</p>	<p><b>7.1.IL.C.5</b> Explain the cultural <u>perspective</u> associated with a few cultural <u>products</u> and cultural practices from the target culture (s) and one's own culture.</p>	<p><b>7.1.IM.C.5</b> Compare cultural <u>perspectives</u> of the target culture(s) with those of one's own culture as evidenced through their cultural <u>products</u> and</p>	<p><b>7.1.IH.C.5</b> Explain cultural <u>perspectives</u> associated with the target culture(s), as evidenced by the cultural <u>products</u> and</p>	<p><b>7.1.AL.C.5</b> Analyze how cultural <u>perspectives</u> about a specific cultural <u>product</u> or cultural <u>practice</u> associated</p>

	<u>perspectives.</u>		<u>cultural practices.</u>	<u>cultural practices</u> associated with the target culture(s), and compare these perspectives with those of one's own culture.	with the target culture(s) change over time, and compare with changing <u>perspectives</u> in one's own culture.
		<b>7.1.I.L.C.6</b> Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <u>16 Career Clusters</u> .		<b>7.1.IH.C.6</b> Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.	<b>7.1.A.L.C.6</b> Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
<b>Linguistic:</b>  The <u>Novice-Mid</u> language learner understands and communicates at the word level and can use memorized words and phrases <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Make lists.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and</li> </ul>	<b>Linguistic:</b>  The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life:</li> </ul>	<b>Linguistic:</b>  The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul>	<b>Linguistic:</b>  The <u>Intermediate-Mid</u> language learner understands and communicates at the sentence level and can use strings of sentences <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul>	<b>Linguistic:</b>  The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to:	<b>Linguistic:</b>  The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can paragraph-level discourse <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some</li> </ul>

things.	<ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul>	<p>opinion and preference.</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<p>opinion and</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>	<p>cultural <u>perspectives</u>.</p> <ul style="list-style-type: none"> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>
<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personal identity descriptions, school,</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this</li> </ul>			

<p>likes/dislikes, and pastimes.)</p> <p>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in</p>	<p>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial</p>
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<p>restaurants, and wellness <u>practices</u>.)</p> <p>➤ Many <u>products</u> and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as</p>		<p>literacy.)</p> <p>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>
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<p>toys, games, travel, and luxury items.)</p> <p>➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <u>geography</u>.)</p> <p>➤ Learning about age- and developmentally appropriate content that is of</p>		
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<p>high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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**Links:**

**Advanced-Low Level Learners:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

**Career Clusters:** Postsecondary education and career pathways

**Cultural Content:** Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

**Cultural Perspectives:** Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- The perspectives of a culture sanction the cultural practices and create a need for the products.
- The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”

● Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

**Cultural Practices:** Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

**Cultural Products:** Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Culturally Authentic Materials:** Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

**Formal and informal:** The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

**Four art forms:** Dance, music, theatre, and the visual arts.

**Geography:** Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

**Independently:** What the learner can communicate spontaneously without guidance or support.

**Intermediate-High Level Learner:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

**Intermediate-Low Level Learner:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Mid Level Learner:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

**Novice-High Level Learner:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Novice-Mid Level Learner:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

**Novice Writing Tasks:** A form or document in which students supply simple requested information in an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

**Physical response:** TPR (Total Physical Response) is an example of an instructional strategy that uses physical response. Click [TPR](#) and [New Jersey Frameworks](#) for additional information.

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

**Twenty-first Century Technologies:** Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

# The ACTFL Performance Guidelines for K-12 Learners

## WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS\*

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	Words, lists, and simple sentences	Simple sentences	Strings of sentences	Connected sentences and paragraphs	Paragraph-level discourse
<b>LANGUAGE PROFICIENCY</b>					
Accurate when producing memorized language	<p>NOVICE-HIGH</p> <p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>INTERMEDIATE-LOW</p> <p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>INTERMEDIATE-MID</p> <p>Evidence of control of grammar when using simple sentences and basic verb forms</p> <p>Demonstrates some ability to use grammatical and stylistically cohesive elements</p>	<p>INTERMEDIATE-HIGH</p> <p>Generally accurate when narrating and describing in present time</p> <p>Less accurate in past and future time</p> <p>Applies familiar structures to new situations</p>	<p>ADVANCED-LOW</p> <p>Sustained control of simple target-language sentence structures and partial control of more complex structures</p> <p>Grammatical correctness with some control of aspect</p> <p>Some grammatical errors in control of aspect</p>
<b>VOCABULARY</b>					
Comprehends and produces vocabulary related to common objects and actions in familiar categories	<p>NOVICE-HIGH</p> <p>Comprehends and produces an expanding amount of vocabulary from previously studied themes</p>	<p>INTERMEDIATE-LOW</p> <p>Comprehends and produces vocabulary from a limited number of themes not previously studied</p>	<p>INTERMEDIATE-MID</p> <p>Comprehends and produces vocabulary on a wider range of everyday themes</p> <p>Understands and uses some idiomatic expressions and culturally authentic expressions</p> <p>Searches for adequate vocabulary</p>	<p>INTERMEDIATE-HIGH</p> <p>Comprehends and produces vocabulary from an expanding variety of themes</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a limited number of topics</p>	<p>ADVANCED-LOW</p> <p>Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a wider range of topics</p> <p>Employs generic vocabulary</p>
Uses words and phrases primarily as lexical items without awareness of grammatical structure	<p>Understands and uses a few memorized idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Understands and uses a limited number of idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>			

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Identifies a limited number of cognates and loanwords to aid comprehension</p> <p>Uses visual cues to aid comprehension</p> <p>Uses background experience to enhance comprehension</p>	<p>Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Skims and scans</p> <p>Infers meaning of some unfamiliar words to aid comprehension</p> <p>Predicts</p>	<p>Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Infers meaning of unfamiliar words to aid comprehension</p> <p>Uses contextual clues</p> <p>Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension</p> <p>Retreads</p> <p>May paraphrase when reading or listening; asks questions of self about text</p>	<p>Uses knowledge of own culture and target culture to deduce meaning</p> <p>Derives meaning by examining familiar and unfamiliar structures</p> <p>Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension</p>	<p>Identifies the organizing principle(s) of oral or written text</p> <p>Infers and interprets the intent of the author</p>	<p>Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations</p>

INTERPERSONAL			
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners</p>	<p>Generally, but not always.</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is understood by sympathetic speakers</p>	<p>Minimally</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p>	<p>Consistently</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses circumlocution</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>
INTERMEDIATE-HIGH			
ADVANCED-LOW			

PRESENTATIONAL			
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners</p>	<p>Generally, but not always.</p> <p>Uses limited circumlocution</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally</p> <p>Uses limited circumlocution</p> <p>Uses some cohesive devices</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives</p>	<p>Consistently</p> <p>Uses circumlocution</p> <p>Uses some cohesive devices</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>
INTERMEDIATE-HIGH			
ADVANCED-LOW			

\* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

### ***Additional Resources***

[www.prenoms.fr](http://www.prenoms.fr)  
[www.yahoo.fr](http://www.yahoo.fr)  
[www.french.about.com](http://www.french.about.com)  
[http://www.nj.gov/education/cccs/s7\\_wl.pdf](http://www.nj.gov/education/cccs/s7_wl.pdf)  
[www.classzone.com](http://www.classzone.com)  
[www.epals.com](http://www.epals.com)  
[www.redoute.fr](http://www.redoute.fr)  
<http://www.paris.org/Shops/>  
<http://www.eurotunnel.com/fr/home/>  
[www.meteo.fr](http://www.meteo.fr)  
[www.eurodisney.fr](http://www.eurodisney.fr)  
[www.sncf.fr](http://www.sncf.fr)  
<http://www.letour.fr>  
<http://www.carnaval.qc.ca/>  
<http://www.youtube.com/>  
[http://teacher.classpak.net/classpak/  
www.quia.com](http://teacher.classpak.net/classpak/www.quia.com)  
<http://www.vacancesfrance.com/>  
<http://www.parislodging.com>  
<http://www.tour-eiffel.fr/>

### **References**

[www.actfl.org](http://www.actfl.org)

[www.languagetesting.com/actfl-proficiency-scale/](http://www.languagetesting.com/actfl-proficiency-scale/)

**New Jersey State Department of Education Core Curriculum Content Standards: World Languages**

<http://www.state.nj.us/education/aps/cccs/wl/>

Howell Township Public Schools  
Elementary World Language Curriculum

Kindergarten – Grade 5

Spanish

**BOARD APPROVED: August 23, 2017**

## **Elementary Spanish Curriculum Units of Study**

Kindergarten Overview – The vocabulary and concepts taught in Kindergarten are taught throughout 12 lessons, using the Salsa video – Goldilocks and the Three Bears.

- Greetings and Goodbyes
- Numbers 1-5
- Adjectives: big, small, hot, cold
- Color words
- Labeling family members: mother, father, baby
- Food

### Grade 1 Scope and Sequence

- Orientation – 2 to 4 classes
- How are you? – 6 to 8 classes
- What’s your name? – 6 to 8 classes
- Numbers 0-15 and “How old are you?” – 6 to 8 classes
- Colors – 6 to 8 classes
- The Spanish calendar- Days of the Week and Months of the Year – 6 to 8 classes

### Grade 2 Scope and Sequence

- Review of Greetings; Introduction of “usted” – 6 to 8 classes
- Numbers 0-39 – 8 to 10 classes
- My Favorite Color – 6 to 8 classes
- Days of the Week, Months of the Year – 8 classes
- All About Me – 4 to 6 classes

### Grade 3 Scope and Sequence

- Review of La Fecha: Days of the Week, Months of the Year; Brief review of greetings- 3 to 4 classes
- Parts of the Face – 6 to 8 classes
- Emotions and introduction to noun/adjective agreement to – 8 to 10 classes
- The Vowels in Spanish – 6 to 8 classes
- Numbers 40-100 – 6 to 8 classes
- La Caperucita Roja with additional words and expressions – 6 to 8 classes

### Grade 4 Scope and Sequence

- Review of Dates, Greetings and Introductions – 2 to 4 classes
- El Día de los Muertos – 3 to 4 classes
- El Alfabeto and Review of Spanish Vowels – 8 to 10 classes
- Hobbies, Activities and Sports; Use of me gusta/no me gusta/me encanta – 12- 14 classes

- Cultural Foods – 2 to 4 classes

#### Grade 5 Scope and Sequence

- Review of Spanish Expressions of Courtesy, Greetings, Leave-Taking, and of the difference between the ways to say the word “you” in Spanish (tú and usted) – 6 to 8 classes
- Spanish Holiday Culture: El Día de los Muertos, La Navidad, y El Año Nuevo – 6 to 8 classes
- Weather and Seasons – 6 to 8 classes
- Basic Clothing – 4 to 6 classes
- Question Words in Spanish – 6 to 8 classes

Kindergarten Unit #1:  
“Goldilocks and the Three Bears”  
SALSA Video

***Duration : Goldilocks and the Three Bears, Lesson 1, 2 weeks/4 days(40 Minutes)***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when counting to 3?
- How will students gain communicative competence when describing if its big or small?
- How will the student know that they are getting better when using the target language in real-world situations?

***Enduring Understandings***

Students will be able to:

- Name the Spanish words for one, two and three – uno, dos, tres
- Repeat and use the Spanish phrase for “see you later” – hasta luego
- Understand and use the word for small – pequeno
- Understand and use the word for big- grande
- Say “hola”

***Cumulative Progress Indicators: Interpretive Mode***

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Watch Salsa DVD and discuss questions about the episode
- Use flashcards to reinforce number words for 1,2,and 3
- Show pictures of large and small objects; Have students say “grande and pequeno”

***Suggested Resources***

Flash cards, labels

***Recommended Assessments:***

Teacher observation

Teacher/Student interaction

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

***Duration: Goldilocks and the Three Bears, Lesson 2, 2 weeks (40 mins/4days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.***

***Essential Questions***

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when counting to 3?
- How will students gain communicative competence when describing if its big or small?
- How will the student know that they are getting better when using the target language in real-world situations?

***Enduring Understandings***

Students will be able to:

- Recall numbers 1,2,3
- Recall "Hola" "Adios"
- Recall "Grande" "pequeno"

***Cumulative Progress Indicators: : Interpretive Mode***

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Watch Sals DVD and review vocabulary words with flashcards
- Greet students, saying “Hola, clase” and have them greet each other by saying “Hola” and the name of the person they are greeting
- Give students cards with numbers 1,2, and 3 on them. Students will hold up the correct card when the number is stated in Spanish by the teacher
- Say “Hasta luego, clase” at the end of the lesson and have students say “Hasta luego” to you

***Suggested Resources***

Flashcards  
Labels

***Recommended Assessments:***

Teacher observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

**Duration: Lesson 3 "Making Soup"; 2 weeks (40 mins/4days)**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- Can students develop communicative competence when identifying family members & the words for "hot" & "cold"?

**Enduring Understandings**

Students will be able to:

- Identify mother, father, baby in Spanish
- Comprehend words for "hot" & "cold"

**Cumulative Progress Indicators: : Interpretive Mode**

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

**Suggested Classroom Activities**

- Say "Hola" and then watch the Salsa DVD and discuss questions about the story.
- Show pictures of families and have students name the family members. Use movement to identify each person – "el papa" make a motion like you are fixing a tie; "la mamá" pretend you are holding a baby and patting its back; "el bebé" Pretend you are rocking a baby. These motions can also be used to elicit a response and have the children name the family member.
- Students tell what they ate for lunch, breakfast, or dinner and say if it was "caliente" or "frío."

- Review new words with flashcards.
- Say “Hasta luego, clase” and have students say “Hasta luego” to you.

***Suggested Resources***  
Flashcards

***Recommended Assessments:***  
Teacher observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

**Duration: Lesson4- "Making Soup"; 2 weeks (40 mins/4days)**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

**Essential Questions**

- Can students develop communicative competence when identifying family members & the words for "hot" & "cold"?

**Enduring Understandings**

Students will be able to:

- Recall Spanish words for Mother, Father, baby
- Recall words for "hot" & "cold"

**Cumulative Progress Indicators: : Interpretive Mode**

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

**Suggested Classroom Activities**

- Greet class with "Hola, clase". Watch Salsa DVD and have the students say the focus vocabulary words as they come up in the program.
- Display flashcards and have students say the corresponding vocabulary words.
- Give pairs of students small pictures of family members and pictures of something that is hot and something that is cold. Say a focus vocabulary words

and the students show the corresponding card.

- Students identify the vocabulary in the displayed flashcards as they are removed from the board.

***Suggested Resources***

Flashcards

Labels

***Recommended Assessments:***

Teacher observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

***Duration: Lesson 5 – "The New Chair"; 2 weeks/40 minutes***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- How will students develop communicative competence with numbers 1-5 and colors "red", "blue", "green"?

***Enduring Understandings***

Students will be able to:

- Name Spanish words for "four, five, red, blue and green" (cuatro, cinco, rojo, azul and verde)

***Cumulative Progress Indicators: : Interpretive Mode***

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Show the Salsa DVD and then have the students answer the discussion questions.
- Use numbers flashcards to review counting from 1 to 3 and then students continue with numbers 4 and 5. Students count and show their fingers as each card is

shown. They can also count from 1 to 5 as each child stands up. Continue counting until everyone is standing. Then count from 1 to 5 as each of the children sits down.

- Show flashcards representing the colors red, blue and green and have the students touch or point to something in the room and say one of the colors.
- Review new vocabulary with flashcards.

***Suggested Resources***

Flashcards- numbers

Flashcards- colors

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
“Goldilocks and the Three Bears”  
SALSA Video

***Duration: Lesson 6 – “The New Chair” 2 weeks (40 mins/4days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.***

***Essential Questions***

- How will students develop communicative competence with numbers 1-5 and colors “red”, “blue”, “green”?

***Enduring Understandings***

Students will be able to:

- Name Spanish words for “four, five, red, blue and green” (cuatro, cinco, rojo, azul and verde)

***Cumulative Progress Indicators: : Interpretive Mode***

***7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes***

***Suggested Classroom Activities***

- Show SALSA video and say the focus vocabulary words with the program.

- Use number flashcards and pictures of different colored objects to review words.
- Students work together in groups of four. Give students small pieces of paper or manipulatives that are red, blue and green. Students sort the objects by color, name each color and then count how many of each color they have. Each group states its results to the class.

***Suggested Resources***

Flashcards

Colored paper or manipulatives

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

***Duration: Lesson 7- "Hide and Seek"; 2 weeks, ( 4 days/40 minutes)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.***

***Essential Questions***

- How will students develop communicative competence with color words?

***Enduring Understandings***

Students will be able to:

- Name the Spanish words for red, green and blue

***Cumulative Progress Indicators: : Interpretive Mode***

***7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes***

***Suggested Classroom Activities***

- Greet class with "Hola, clase" and they respond
- Show class SALSA DVD and discuss questions about the story: Who is the first

person chosen to be IT in the game hide and seek? – Bebe Oso. Who is sleeping under the newspaper? – Papa Oso. Why did Bebe Oso and Rantoncito think they found “Ricitos de Oro” in “la cama” of Bebe Oso? They thought they saw her yellow hair.

- Use all flashcards to review numbers, family, color and adjective vocabulary.
- Display five vocabulary flashcards. Put a number near each one. Say a vocabulary word. Students say the number on the flashcard and hold up their fingers to show which number was named. Switch cards after each round to include all the words.

***Suggested Resources***

Flashcards – numbers, colors, family, adjectives

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

***Duration: Lesson8- "Hide and Seek"; 2 weeks (40 mins/ 4 days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.***

***Essential Questions***

- How will students develop communicative competence with color words?

***Enduring Understandings***

Students will be able to:

- Name the Spanish words for red, green and blue

***Cumulative Progress Indicators: : Interpretive Mode***

***7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes***

***Suggested Classroom Activities***

- Greet class and show the SALSA DVD

- Review vocabulary with flashcards
- Display a bag containing objects, paper or manipulatives that are red, blue or green. Students come up, pick an object and then identify the color of the object. The rest of the class says, “Sí or No” to say if the child has named the correct color.
- Show a red object. Say “tres” and tell students to clap that many times for the color red. Assign numbers for blue and green objects. Students count aloud as they clap the corresponding number of times as different colors are shown.

***Suggested Resources***

Flashcards

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
“Goldilocks and the Three Bears”  
SALSA Video

***Duration: Lesson 9- “The Birthday Party”; 2 weeks (40 mins/4 days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.***

***Essential Questions***

- How will students develop communicative competence in naming color words and greetings?

***Enduring Understandings***

Students will be able to:

- Name the Spanish words for “yellow” “thank you” and “piñata”

***Cumulative Progress Indicators: : Interpretive Mode***

***7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes***

***Suggested Classroom Activities***

- Introduce focus vocabulary: Amarillo; gracias and la piñata
- Watch SALSA DVD and answer discussion question: Whose birthday is it and how old is he? Bebe Oso, cinco
- Review colors and add “Amarillo” to the flashcards. Point out objects in the room or clothing students are wearing that are yellow.
- Show a picture of the piñata to the students and have them say tht word. Then the picture to different students and have them say “gracias”.
- Have students hand each other a pencil, a book, an eraser, or other object at their desks and respond with “Gracias.”
- Show color flashcards to review colors and reinforce “amarillo”.

***Suggested Resources***

Flashcards

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
"Goldilocks and the Three Bears"  
SALSA Video

***Duration: Lesson 10- "The Birthday Party"; 2weeks(4 days/40 minutes)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.***

***Essential Questions***

- How will students develop communicative competence in naming color words and greetings?

***Enduring Understandings***

Students will be able to:

- Recall Spanish word for "yellow" "thank you" and "piñata"

***Cumulative Progress Indicators: : Interpretive Mode***

***7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in***

culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Show SALSA DVD and encourage students to say the words they have learned with the program.
- Use flashcards to review vocabulary and reinforce new words.
- Give Different colored papers or manipulatives to pairs of students. Say a color and have students show the corresponding paper or object.
- Have three or four students collect materials and say “ gracias” as the other students give them the paper or objects.
- Extension activities from SALSA DVD guide

***Suggested Resources***

Flashcards, colored paper or manipulatives

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
“Goldilocks and the Three Bears”  
SALSA Video

***Duration: Lesson 11- “Too Many Cooks”; 2 weeks (40 mins/4 days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.***

***Essential Questions***

- How will students develop communicative competency with Spanish word for dog and food words: chocolate, banana, and apple?

***Enduring Understandings***

Students will be able to:

- Name the Spanish word for “dog” “chocolate” “banana” and “apple”

***Cumulative Progress Indicators: : Interpretive Mode***

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Introduce focus vocabulary – el perro, el chocolate, la banana, la manzana
- Have students respond to discussion questions: What does Senor Loco prepare? el chocolate; Why do el perro and Ricitos de Oro go for a walk? The hot chocolate is muy caliente; What happens while they are gone? Ratoncito adds la manzana, Armadillo adds La banana, Bebe Oso adds grapes and the sock puppet adds a shoe.
- How does el chocolate taste? terrible

***Suggested Resources***

Flashcards

***Recommended Assessments:***

Teacher Observation

Kindergarten Unit #1:  
“Goldilocks and the Three Bears”  
SALSA Video

***Duration: Lesson 12- “Too Many Cooks”; 2 weeks (40 mins/4 days)***

***Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.***

***Essential Questions***

- How will students develop communicative competency with Spanish word for dog and food words: chocolate, banana, and apple?

***Enduring Understandings***

Students will be able to:

- Name the Spanish word for “dog” “chocolate” “banana” and “apple”

***Cumulative Progress Indicators: : Interpretive Mode***

**7.1.NM.A.1-** Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

***Suggested Classroom Activities***

- Show SALSA video and have students say the vocabulary words as they watch
- Show flashcards to review colors, numbers and new vocabulary words
- Students state the color of the apple and banana.
- Display flashcards or models of focus vocabulary. A student comes up to the front and the teacher says one word. The student hands the teacher the correct card and the teacher respond “gracias”.
- Extension activities form SALSA DVD guide

***Suggested Resources***

Flashcards, manipulatives

***Recommended Assessments:***

Teacher Observation

1<sup>st</sup> grade Spanish Unit #1 Theme:  
Orientation

Duration: 2-4 classes

*Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

***Essential Questions***

- How can the student better understand when he/she does not know everything he/she hears?

***Enduring Understandings***

Students will be able to:

- Listen for familiar words and watch the speaker for clues to understanding

***Cumulative Progress Indicators :Interpersonal***

**7.1.NM.A.1** – Recognize familiar spoken or written words and phrases contained in culturally authentic materials

**7.1.NM.A.3** – Recognize a few common gestures and cultural practices associated with the target culture

***Suggested Classroom Activities***

- Introduction: teach “Señora” and ¡Hola! Buenos días or Buenas tardes (depending on what time of the day the class is).
- Elicit prior knowledge of Spanish words.
- Give students name cards with Spanish first name and regular last name.
- Teach class rules in Spanish along with Total Physical Response movements.
- Teach “¡Hasta luego!”

***Suggested Resources***

*Whiteboard, puppets, map, name cards, chart paper*

***Recommended Assessments***

*Teacher observation*

*Brief oral presentations*

1<sup>st</sup> grade Spanish Unit #2 Theme:  
How are you?

**Duration: 6-8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.*

**Essential Questions**

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when answering what his/her name is?
- How will the student know that they are getting better when using the target language in real-world situations?

**Enduring Understandings**

Students will be able to:

- Ask “How are you?” in Spanish
- Answer “How are you?” in Spanish using various adjectives: Muy bien, bien, así, así, mal.
- Ask the identified questions back to the same person by using ¿Y tú?,
- Ask the question “What is your name?” in Spanish
- Answer the question “My name is ...” in Spanish
- Say “Nice to meet you” in Spanish

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1NM.B.3** – Imitate appropriate gestures and intonations of the target culture/language during greetings, leave takings, and daily interactions

**7.1.NM.B.4** –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

¿Cómo estás? Song

Total Physical Response motions that correspond to movements which express feelings: Muy bien, bien, así así, mal, muy mal.

“Eyes closed” activity to practice and assess receptive language skills.

Games and activities to practice and assess expressive language skills in relation to the vocabulary in this unit.

Students practice these questions and answers with the puppet.

Students practice these questions and answers with each other.

***Recommended Assessments***

Teacher observation

Brief oral presentations

***Suggested Resources***

Songs, chants, laminated speech bubbles, chart paper, games, flash cards, puppets

1<sup>st</sup> grade Spanish Unit #3 Theme:  
What's your name?

**Duration: 6-8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will the student develop communicative competence with asking what someone's name is?
- How will the student develop communicative competence when answering what his/her name is?
- How will the student know that they are getting better when using the target language in real-world situations?

**Enduring Understandings**

Students will be able to:

- Ask "What's your name?" in Spanish
- Answer "What's your name?" in Spanish using: Me llamo \_\_\_\_\_.
- Tell someone "It's nice to meet you by utilizing the expression "Mucho gusto".
- Ask the identified questions back to the same person by using ¿Y tú?

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1.NM.B.3** – Imitate appropriate gestures and intonations of the target culture/language during greetings, leave takings, and daily interactions

**7.1.NM.B.4** – Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5**– Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

¿Cómo te llamas? And Me llamo\_\_\_\_\_. Songs/chants.  
Total Physical Response motions that correspond to movements which express feelings: Muy bien, bien, así así, mal, muy mal.  
Students practice these questions and answers with the puppet.  
Students practice these questions and answers with each other.

***Recommended Assessments***

Teacher observation  
Brief oral presentations

***Suggested Resources***

Songs, chants, laminated speech bubbles, chart paper, games, flash cards, puppets

1<sup>st</sup> grade Spanish Unit #4 Theme:  
Numbers 0-15 and “How old are you?” in Spanish

**Duration: 6-8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will students develop receptive and expressive language skills in relation to numbers 0-15 in Spanish?
- How will students develop communicative competence when asking and answering the question “How old are you?” in Spanish?

**Enduring Understandings**

Students will be able to:

- Recognize the numbers 0-15 in Spanish in sequence
- Identify the numbers 0-15 in Spanish in sequence
- Recognize and identify numbers 0-15 in Spanish out of sequence
- Students will be able to answer the question “How old are you?” in Spanish
- Students will be able to ask the question “How old are you?” in Spanish

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.A.5** – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

**Interpersonal Mode**

**7.1.NM.B.5-** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

***Suggested Classroom Activities:***

- Introduce numbers 0-15 with song.
- Have students demonstrate receptive comprehension of these numbers by pointing to number flash card after I say that number in Spanish.
- Count various items in the classroom in Spanish aloud as a class.
- Have students say the numbers in Spanish as I write them down on chart paper.
- Play games which help students develop and demonstrate receptive and expressive language skills with the numbers out of sequence (e.g.: “niños/niñas” and “alrededor del mundo”)
- Introduce the question “¿Cuántos años tienes?” with puppet and song.
- Write this question along with the answer: “Yo tengo \_\_\_ años.” on chart paper.
- Students practice answering this question with puppet.
- Students practice asking and answering this question with each other.
- Celebrate various students’ birthdays by singing the “Feliz Cumpleaños” song (continue to do this throughout the year).

***Suggested Resources:***

Flash cards, songs, white boards, puppet  
Vocabulary written on chart paper  
TPR (Total Physical Response)

***Recommended Assessments***

Teacher observation

1<sup>st</sup> Grade Spanish Unit #5 Theme:  
Colors

**Duration: 6-8 Classes**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will the student develop communicative competence when saying the colors in Spanish?

**Enduring Understandings**

Students will be able to:

- Orally reproduce the most basic 11 colors in Spanish
- Recognize the most basic 11 colors in Spanish
- Identify the most basic 11 colors in Spanish

**Cumulative Progress Indicators: - Interpersonal Mode**

**7.1.NMB.4** –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NMB.5**- Exchange information using words, phrases and short sentences

**Suggested Classroom Activities:**

- Introduce colors using color cards.
- Practice colors using various songs.
- Practice pronunciation of colors.
- Write colors on chart paper.
- Play ¡Adivina! guessing game with colors: students utilize the question: ¿Es \_\_\_\_? along with the color words to guess the color a student selected. This will help students develop their expressive language skills.
- Identify the colors of various items in the classroom in Spanish.

- Play various games to assess students expressive language skills (e.g. “niños/niñas” and “alrededor del mundo”).

***Recommended Assessments:***

Teacher Observations

***Suggested Resources***

Songs, CDs, games

Vocabulary written on chart paper

Flash cards

Power Points, overhead projector, LCD projector

**1<sup>st</sup> Grade Spanish Unit #6 Theme:  
The Spanish Calendar – Days of the Week, Months of the Year**

**Duration: 6-8 Classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will students know they are getting better at using days of the week and months of the year in real world situations?

**Enduring Understandings**

Students will be able to:

- Recognize the days of the week in Spanish
- Orally reproduce the days of the week in Spanish
- Recognize the months of the year in Spanish
- Orally reproduce the months of the year in Spanish

**Cumulative progress Indicators: Interpersonal Mode**

**7.1.NM.B.4** –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5**- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Suggested Classroom Activities:**

- Introduce days of the week in Spanish with magnetic flash cards on the white board.
- Show students how the calendars in Spanish-speaking countries start on Monday and compare it to our American calendar that starts on Sunday
- Bring attention to the fact that the days of the week in Spanish are not capitalized; compare this to the English days of the week which are proper nouns and must be capitalized.
- Teach the students a days of the week song (for example: “Siete días.”)

- Introduce the months of the year in Spanish with magnetic flash cards on the white board.
- Compare them to the English months of the year.
- Teach the students a months of the year song (for example the “Macarena months”).

***Suggested Resources:***

Magnetic flash cards, white board,  
Chart paper with vocabulary terms CDs/tapes of songs, CD/cassette player

***Recommended Assessments:***

Teacher observation

2<sup>nd</sup> Grade Spanish Unit 1 Theme:  
Review of Greetings and Introductions,  
Introduction of usted (Ud.)

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Question:**

- How will the students correctly answer the questions:  
¿Cómo estás?  
¿Cómo te llamas tú?  
¿Cuántos años tienes?
- How will the students distinguish between the use of “tú” (“you” familiar) and “usted” (“you” formal)?

**Enduring Understandings**

Students will be able to:

- Apply the guidelines of when to use “tú” and “usted”
- Answer the questions: ¿Cómo estás?, ¿Cómo te llamas tú? and ¿Cuántos años tienes? regardless of the order in which they may be asked.

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1.NM.B.4** –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

***Suggested Classroom Activities:***

- Ask the questions: ¿Cómo estás?, ¿Cómo te llamas tú? and ¿Cuántos años tienes? and have volunteers answer these for review.
- Review the songs and chants we had done in 1st grade in order to learn how to ask and answer these questions.
- Teach students the concept of “you formal” (usted) as compared to “you familiar” (tú) and how to tell when to correctly use them.
- Students practice these questions with the puppet, with each other and with the teacher (to help practice applying the concept of “usted”)
- Teach students a song with “usted”, for example, the “Buenos días” song or the “Hola, Señora” song.

***Suggested Resources:***

Songs, chants, puppet  
Vocabulary written on chart paper  
White board

***Recommended Assessments***

*Teacher observation*  
*Activity sheets*

2<sup>nd</sup> Grade Spanish Unit #2 Theme:  
Numbers in Spanish 0-39

**Duration: 8-10 classes**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will the students develop communicative competence when saying the numbers 0-39 in Spanish?

**Enduring Understandings**

Students will be able to:

- Say the numbers 0-39 in sequential order
- Demonstrate emerging receptive language skills with some of these numbers in Spanish out of sequential order
- Demonstrate emerging expressive language skills with some of these numbers in Spanish out of sequential order

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.A.5** – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

**Interpersonal Mode**

**7.1.NM.B.5-** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

**Suggested Classroom Activities:**

- Review the numbers 1-15 in Spanish
- Introduce the numbers 16-39 over several classes in the following sets: 16-20; 21-29; 30-39
- Practice each set of numbers when they are introduced with flashcards, various songs, games and activities

- Teach/reinforce math concepts such as rounding and double digit addition using these Spanish numbers

***Suggested Resources:***

Flash cards, white boards  
Vocabulary posted on chart paper  
Songs about numbers

***Recommended Assessments:***

Teacher observation  
Activity sheets

2<sup>nd</sup> Grade Spanish Unit #3 Theme:  
My Favorite Color

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students be able to express their favorite color and ask of others?

**Enduring Understandings**

Students will be able to:

- Demonstrate receptive comprehension of the 11 basic colors and basic clothing in Spanish.
- Demonstrate expressive competence identifying these colors and clothing items.
- Be able to express and share with others their favorite colors using the sentence, “Mi color favorito es \_\_\_\_.”
- Be able to ask color preference of others using the sentence, “¿Cuál es tu color favorito \_\_\_\_?” using visual cues.
- Be able to recognize the colors and basic clothing items.

**Cumulative Progress Indicators**

**Interpretive Mode**

7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

**Interpersonal Mode**

7.1.NM.B.5- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

***Suggested Classroom Activities***

- Review colors with cards
- Practice colors with various songs
- Practice colors using various games
- Model the use of sentences to express favorite color to other students
- Model use of sentences to ask other students their favorite colors
- Students role playing asking and stating color preference using complete sentences

***Suggested resources:***

- Flashcards and ppt. presentations
- Handouts; in class and for homework
- Songs, CDs and games
- Realia

***Recommended Assessments***

- Teacher Observations
- Activity sheets

2<sup>nd</sup> Grade Unit #4 Theme:  
Days of the Week, Months of the Year

**Duration: : 8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities*

**Essential Questions**

- How will students develop communicative competence when discussing the days of the week and months of the year?

**Enduring Understandings**

Students will be able to:

- Say the days in Spanish.
- Answer questions about today, yesterday & tomorrow in Spanish
- Say the months of the year.
- Say when their birthday is.

**Cumulative Progress Indicators:**

**Interpretive Mode**

**7.1.NM.A.5** – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

**Interpersonal Mode**

**7.1.NM.B.5-** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

**Suggested Classroom Activities:**

Sing songs to learn days & months

Use labels to put days and months in order

Ask "Before" & "After" questions using days & months  
Use labels & sent. strips to teach "today" "yesterday" "tomorrow"  
Use answer ball to say birthday month

***Suggested Resources***

Days & months labels, posters, sent. strips & calendar  
Days & months songs

***Recommended Assessment:***

Teacher observation & reinforcement by asking calendar questions throughout the year

2<sup>nd</sup> Grade Spanish Unit #5 Theme:  
All About Me (Culminating Unit)

**Duration: 4-6 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities*

**Essential Questions**

- Will students be able to demonstrate communicative competence when sharing information about themselves?

**Enduring Understandings**

Students will be able to:

- Say their name, birth date, age, and favorite color.
- Say numbers 1-15.

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1.NM.B.5-** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

**Suggested Classroom Activities:**

Review & practice “What is your name?” & “How are you?” from 1<sup>st</sup> grade.

Review & practice numbers 1-10; ask: “How old are you?”

Review & practice colors; ask: “What is your favorite color?”

Review months; ask “When is your birthday?”

***Suggested Resources***

Power points, pictures, labels flashcards, sentence strips

***Recommended Assessments:***

Teacher observation, activity sheets

3rd Grade Spanish Unit #1:  
Review of “La fecha” (the date):  
Days of the week, months of the year, etc.;  
Brief review of greetings

**Duration: 3-4 classes**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students develop communicative competence in expressing the date in Spanish?

**Enduring Understandings**

Students will be able to:

- Demonstrate receptive language comprehension of the days of the week, the months of the year, the numbers 1-31, and the expressions “today is”, “yesterday was”, and “tomorrow will be”
- Demonstrate expressive language competence when presenting the full date in Spanish.
- Demonstrate expressive language competence when greeting one another

**Cumulative Progress Indicators: Interpersonal Mode and Presentational Mode**

**7.1.NMB.5-** Exchange information using words, phrases and short sentences.

**7.1.NM.C.2-** Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.

**Suggested Classroom Activities:**

Have students come up in front of the class and present the date in Spanish utilizing the pointer and the calendar on the white board. Different students will come up each Spanish class throughout the remainder of the school year until every student will have had a turn.

***Suggested Resources***

White board, pointer, handouts with information about the date in Spanish (days of the week, months of the year, etc.), markers.

***Recommended Assessments***

Teacher observation

3rd Grade Spanish Unit #2:  
Parts of the Face

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students develop communicative competence by identifying parts of the face?
- How will students develop communicative competence by using adjectives to describe a picture of a face?

**Enduring Understandings**

Students will be able to:

- Identify parts of the face.
- Demonstrate expressive comprehension of the parts of the face by participating in various games, for example, Simon Says, “eyes open” and “eyes closed” activities, paired activities, “Around the world”, etc.
- Describe a face using colors & adjectives (the “create a monster” activity).

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1.NMB.5-** Exchange information using words, phrases and short sentences.

**Suggested Classroom Activities:**

Introduce parts of the face with realia.

Use TPR to follow commands. ie: Toca la nariz.

Introduce the question “¿Qué es?”

Follow directions in Spanish in order to draw a face.

***Suggested Resources***

Flashcards, white board, power point, chart paper, markers, TPR

***Recommended Assessments***

Teacher observation

3rd Grade Spanish Unit #3:  
Emotions and brief introduction to noun/adjective  
agreement in Spanish.

**Duration: 8-10 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will students develop communicative competence by utilizing various emotions in Spanish in order to express how they are feeling?

**Enduring Understandings**

Students will be able to:

- Recognize & identify various emotions and physical states in Spanish (happy, sad, angry, sick, tired, etc.)
- Demonstrate a basic comprehension of the concept of “noun/adjective” agreement in Spanish as it relates to describing an individual’s emotions.
- Answer the question: ¿Como te sientes?

**Cumulative Progress Indicators: Interpersonal Mode**

**7.1.NM.B.5-**Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Suggested Classroom Activities**

- Introduce emotions using TPR.
- Various games, possibly including but not limited to: “Eyes open” and “eyes closed” activities, paired activities, “Around the world”, etc.
- Describe pictures in Spanish.

***Suggested Resources***

Flash cards, power point, worksheets

***Recommended Assessments:***

Teacher observation, worksheet

3rd Grade Spanish Unit #4:  
The vowels in Spanish

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students show ability to pronounce Spanish vowels correctly?
- How will students be able to identify the sound with the vowel?

**Enduring Understandings**

Students will be able to:

- Pronounce the vowels in the target language.
- Sing the Spanish vowel song.
- Use flashcards to pronounce syllables correctly.
- Play games to reinforce instruction.

**Cumulative Progress Indicators: Interpretive Mode**

7.1NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials.

**Suggested Classroom Activities:**

- Teach, practice & sing vowels song in Spanish.
- Compare the vowel sounds in Spanish to the vowel sounds in English.
- Use flashcards to practice Spanish syllables.
- Play games with the vowels.

***Suggested Resources:***

Flashcards, CD of the vowels song, handout of the song and vowel sounds in Spanish, whiteboard , chart paper

***Recommended Assessments:***

Teacher observation.

Quiz.

3rd Grade Spanish Unit #5:  
Numbers 40-100

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students develop receptive and expressive language skills in relation to numbers 40-100 in Spanish?
- How will students develop communicative competence when solving addition and subtraction problems in Spanish?

**Enduring Understandings**

Students will be able to:

- Recognize numbers 40-100 in Spanish in and out sequence.
- Identify numbers 40-100 in Spanish in tens.
- Solve simple addition & subtraction problems in the target language.

**Cumulative Progress Indicators: Interpersonal Mode**

7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Suggested Classroom Activities:**

- Introduce numbers 40-100 with a song and practice the song over several classes until they know it.
- Have students demonstrate receptive comprehension of these numbers by pointing to numbers on a number chart.
- Have students repeat the numbers in Spanish after I say them.
- Play games with numbers (for example, Bingo in Spanish)
- Solve math problems.

***Suggested Resources***

Song, flash cards, numbers chart, math flash cards

***Recommended Assessments:***

Teacher observation, quiz

3rd Grade Spanish Unit #6:  
Culminating Unit: La Caperucita Roja with additional  
words and expressions

**Duration: 6-8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will students develop receptive and expressive language skills in relation to information learned earlier in the year (emotions, family, colors, parts of face)?

**Enduring Understandings**

Students will be able to:

- Read a simple version of Little Red Riding Hood.
- Act out a simple play of Little Red Riding Hood.
- Make story booklets of Little Red Riding Hood.

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.A.1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials.

**Suggested Classroom Activities**

- Review vocabulary
- Read story aloud
- Teach & practice dialogue
- Act out play

***Suggested Resources***

Realia, Little Red Riding Hood booklet, dialogue of play

***Recommended Assessments:***

Teacher observation.

**4th Grade Spanish Unit #1:  
Review of dates, greetings and introductions**

***Duration: 2-4 classes***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- How will students demonstrate receptive and expressive competence of dates, greetings and ability to introduce self?

***Enduring Understandings***

Students will be able to:

- Orally present the date in Spanish.
- Present student created short skits, greeting and introducing self to new student.

**Cumulative Progress Indicators: Presentational Mode**

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.

***Suggested Classroom Activities***

- Utilize the dates handout
- Utilize the greetings handout
- Paired activity to review greetings and introducing self

***Suggested Resources***

- Chart paper
- Flashcards
- Calendar

- Handouts

***Recommended Assessments:***

- Teacher observation
- Completed handouts
- Written skit

4th Grade Spanish Unit #2:  
El Día de los Muertos

**Duration: 3-4 classes**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students understand that language is a product of culture?
- How will students understand that a culture's attitudes, values and beliefs are reflected in its products and practices?

**Enduring Understandings**

Students will be able to:

- Understand origins and history of Day of the Dead celebrations.
- Identify the dates of the day of the Dead.
- Compare and Contrast Day of the Dead with Halloween and Memorial Day

**Cumulative Progress Indicators: Interpretive Mode**

7.1.NM.A.3 –Recognize a few common gestures and cultural practices associated with the target culture.

**Suggested Classroom Activities**

Read books about Day of the Dead possibly including but not limited to “El Espíritu de Tío Fernando” (“The Spirit of Uncle Fernando), and “Chumba la Cachumba”.

Learn vocabulary associated with this holiday.

Discuss why this day is celebrated

View videos and websites about Día de los Muertos

Make cultural crafts, such as máscaras de La Catrina and papel picado

***Suggested Resources***

- Internet
- Realia
- World map
- Handouts
- Flashcards and power point presentations
- Cultural crafts (such as las máscaras de La Catrina)

***Recommended Assessments:***

Homework  
Teacher observation

4th Grade Spanish Unit #3:  
El Alfabeto and review of Spanish vowels

***Duration: 8-10 classes***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- How will students understand that people from different cultures sometimes say and write things differently from the way we do here in the United States?
- How will students develop communicative competence in the Spanish alphabet?

***Enduring Understandings***

Students will be able to:

- Identify the letters of the Spanish alphabet in sequence
- Identify the letters of the Spanish alphabet out of sequence
- Recognize the letters of the Spanish alphabet in and out of sequence
- Gain an awareness of the old version of the Spanish alphabet and be aware of the new version.

***Cumulative Progress Indicators: Interpretive Mode***

7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture

7.1.NM.A.4 – Identify familiar people, places and objects based on simple oral and /or written description

***Suggested Classroom Activities***

- Learn songs that teach the Spanish alphabet
- Practicing naming letters of the alphabet both in and out of sequence

- Play games that help letters of the alphabet out of sequence.
- Have students use the Spanish letters to spell out their last names.
- Instruct students about the official changes in the Spanish alphabet over time (the “old version” and the “new version”).

***Suggested Resources***

Songs and chants

Chart of the Spanish alphabet

Games

Flashcards

Powerpoint presentations

Practice quizzes

***Recommended Assessments:***

Listening comprehension quiz

Teacher observation

4th Grade Spanish Unit #4:  
Hobbies, activities and sports and me gusta/no me gusta/ me encanta

**Duration: 12-14 classes**

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will students develop communicative competence when telling people activities they like and do not like to do?
- How will students understand why people from different cultures sometimes say, write, and do things differently from the way they do?
- How will students learn that how a culture's attitudes, values, and beliefs are reflected in its products and social practices?

**Enduring Understandings**

Students will be able to:

- Say various sports and activities in Spanish
- Say which sports and activities they like and dislike using "me gusta/no me gusta/ me encanta"
- Complete a presentation to their peers and teacher including information about themselves such as: name, age, family, likes and dislikes

**Cumulative Progress Indicators: Interpretive Mode**

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

- Present flashcards with pictures and names of various hobbies
- Games which practice the sports and activities vocabulary
- Practice exchanging information with peers/teacher about hobbies, likes and dislikes
- Complete informational worksheet that contains information about oneself

***Suggested Resources:***

Flashcards with pictures of sports, hobbies  
Chart paper with vocabulary and familiar phrases  
Total Physical Response

***Recommended Assessments:***

Culminating project or presentation  
Teacher observation  
Worksheets

4th Grade Spanish Unit #5:  
Cultural Foods

***Duration: 2-4 classes***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- How will students develop cultural awareness in a situation by comparing their own eating and mealtime habits with those of peoples from hispanic countries and cultures?

***Enduring Understandings***

Students will be able to:

- Orally reproduce various cultural foods associated with breakfast, lunch and dinner (el desayuno, el almuerzo, la cena).
- Recognize some foods from various Spanish-speaking countries (tortillas, tamales, empanadas, etc.).
- Compare the quantity of food and the times at which Americans eat lunch and dinner with the quantity of food and times at which people in hispanic countries eat lunch and dinner.
- Talk about foods they like and dislike.

***Cumulative Progress Indicators: Interpretive Mode***

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities:***

- Teach students about the difference between the quantity of food and the times at which Americans eat lunch and dinner with the quantity of food and times at which people in hispanic countries eat lunch and dinner.
- Students practice naming the three meals of the day in Spanish
- Teach students various foods from Spanish-speaking countries

***Suggested Resources:***

Food props  
Power point

***Recommended Assessments:***

Teacher observation

5th Grade Spanish Unit #1:  
Review of Spanish expressions of courtesy, greeting,  
leave-taking, and of the difference between the ways  
to say the word “you” in Spanish (tú and usted).

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- How will the students develop communicative competence by engaging in a basic dialogue utilizing expressions of greeting and leave-taking?

**Enduring Understandings**

Students will be able to:

- Use a variety of phrases to greet and take leave of each other in Spanish.
- Explain the difference between tú and usted using a variety of situational examples

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM. A.4-** Identify familiar people, places, and objects based on simple oral and/or written descriptions

**Suggested Classroom Activities:**

- Introduce, teach, and practice various expressions of greeting and leave-taking
- Introduce, teach, and practice various ways to ask “How are you?” in Spanish
- Teach the difference between tú and usted using a variety of examples in detail
- Role-playing and/or skits
- Note-taking and completion of a graphic organizer
- Worksheet(s)

***Suggested Resources:***

videos  
flashcards  
graphic organizers  
worksheet(s)

***Recommended Assessments:***

Teacher observation, activity sheets, written quizzes

5th Grade Spanish Unit #2:  
Spanish holidays culture (El Día de los Muertos, La  
Navidad, y El Año Nuevo)

**Duration: 6-8 classes**

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

**Essential Questions**

- Will students be able to describe the cultural products and practices associated with various holidays in Spanish-speaking countries?
- Will students be able to compare & contrast various holidays in the U.S.A & the Spanish speaking world?

**Enduring Understandings**

Students will be able to:

- Be familiar with various Hispanic holidays such as El Día de los Muertos, La Navidad, y El Año Nuevo
- Compare & contrast the similarities & differences between holidays in the Spanish speaking world & the U.S.A

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

- View videos
- Explore websites
- Cultural activities
- Utilize Venn diagrams to compare & contrast holidays

***Suggested Resources:***

Videos and websites, worksheets, Venn Diagram

***Recommended Assessments:***

Teacher observation, written quizzes

5th Grade Spanish Unit #3:  
Weather and Seasons

**Duration:** 6-8 classes

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Essential Questions**

- How will the student develop communicative competence when describing the weather in Spanish?

**Enduring Understandings**

Students will be able to:

- Say various weather phrases in Spanish
- Answer “What is the weather like today?”
- “What is the weather like in winter, summer, etc.?”
- “What is the weather like in February, August etc.?”
- Write & say their own sentences about the weather.

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

- Introduce terms with powerpoint
- Use flashcards to answer “What is the weather like?” “What is weather like today?”
- Introduce vocabulary for seasons; ask about weather in different seasons
- Review months, ask about weather in different months
- Ask students to write their own sentences about the weather
- Ask students to describe pictures of various weather scenes in Spanish
- Play games to help students memorize the weather expressions and seasons
- Teach the song for the Spanish seasons

***Suggested Resources***

Flashcards, sentence strips, pictures & labels, worksheet(s)

***Recommended Assessments:***

Teacher observation, written quizzes

5th Grade Spanish Unit #4:  
Basic clothing (tied in with the previous unit on  
weather and seasons)

**Duration:**4- 6 classes

**Standard 7.1 World Languages:** *All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.*

**Essential Questions**

- How will students develop communicative competence when describing what kinds of clothing is worn in different types of weather/seasons?

**Enduring Understandings**

Students will be able to:

- Demonstrate receptive language comprehension of basic clothing vocabulary in Spanish

**Cumulative Progress Indicators: Interpretive Mode**

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

- Teach & practice various clothing items in Spanish

***Suggested Resources***

Powerpoints, flashcards, sentence strips, pictures & labels

***Recommended Assessments:***

Teacher observation, activity sheets, written quizzes

5th Grade Spanish Unit #5:  
Question Words in Spanish

***Duration: 6-8 classes***

***Standard 7.1 World Languages:*** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

***Essential Questions***

- Will students be able to demonstrate communicative competence when responding to different question words in Spanish?

***Enduring Understandings***

Students will be able to:

- Identify, say & respond to question words in Spanish ie: Who? What? When? Where? Why? How? etc.

***Cumulative Progress Indicators: Interpretive Mode***

**7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

***Suggested Classroom Activities***

- Use flashcards to introduce & practice question words
- Complete a worksheet with an example of each question word
- Make a lip sync video utilizing the “Question Words in Spanish” rap

***Suggested Resources:***

Flash cards, LED projector, video of “Question Words in Spanish” rap and the handout of with the words on the rap, worksheets, chart paper, visuals with the question words, crazy cubes

***Recommended Assessments:***

Teacher observation, lip sync video, quiz



Howell Township Public Schools  
Middle School World Language Curriculum

Spanish Grades 6-8

**BOARD APPROVED: August 23, 2017**

## Middle School World Language Spanish Scope and Sequence

Resources: ¡Avancemos! (Spanish I)  
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### 6<sup>th</sup> Grade

#### Lección Preliminar (4 - 5 weeks)

Greet people and say goodbye  
Introduce yourself and others  
Ask and say how to spell names  
Say where you are from  
Exchange phone numbers  
Say what day of the week it is;  
Describe the weather; Respond to classroom instructions

#### Unidad 1 Lección 1 (6 – 7 weeks)

Talk about activities  
Tell where you are from  
Say what you like and don't like to do

#### Unidad 1 Lección 2 (6 – 7 weeks)

Describe yourself and others  
Identify people and things

#### Unidad 2 Lección 1 (6-7 weeks)

Talk about daily schedules  
Ask and tell time  
Say what you have and have to do  
Say what you do and how often you do things

#### Unidad 2 Lección 2 (6-7 weeks- pending implementation –this could be the pre-view lección)

Describe classes and classrooms  
Say where things are going  
Talk about how you feel

### 7<sup>th</sup> Grade

#### Unidad 3 Lección 1 (6-7 weeks)

Talk about food and beverages  
Ask questions  
Say which foods you like and don't like

**Unidad 3 Lección 2** (6-7 weeks)

Talk about family  
Ask and tell ages  
Express possession  
Give dates  
Make comparisons

**Unidad 4 Lección 1** (6-7 weeks)

Talk about what clothes you want to buy  
Say what you wear in different seasons

**Unidad 4 Lección 2** (6-7 weeks- pending implementation –this could be the pre-view lección)

Describe places and events in town  
Talk about types of transportation  
Say what you are going to do  
Order from a menu

## **8<sup>th</sup> Grade**

**Unidad 5 Lección 1** (6-7 weeks)

Describe a house and household items  
Indicate the order of things  
Describe people and locations

**Unidad 5 Lección 2** (6-7 weeks)

Plan a party  
Talk about chores and responsibilities  
Tell someone what to do  
Say what you just did

**Unidad 6 Lección 1** (6-7 weeks)

Talk about sports  
Talk about whom you know  
Talk about what you know

**Unidad 6 Lección 2** (6-7 weeks – pending implementation – this could be the pre-view lección)

Talk about parts of the body  
Make excuses  
Say what you did  
Talk about staying healthy

## Lección Preliminar--¡Hola!

**Duration:** 4-5 weeks

**Big Ideas:** Get Acquainted

### ***Standards Alignment***

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

### ***Essential Questions***

- How do I develop communicative competence? How do we meet and greet in formal and familiar situations?
- How do we say where we are from and ask where others are from?
- What strategies do I need to communicate in linguistically and culturally appropriate ways? How do we exchange phone numbers?
- Why do people from different cultures sometimes say, write, and do things differently from the way I do them? How do we introduce ourselves and others?
- How do we give the day of the week?
- How do we describe the weather? What's the weather like in the Spanish speaking world?
- What are some useful phrases to use in the Spanish classroom?
- Where on the map are the Spanish speaking countries?

### ***Enduring Understandings/ Standards Alignment***

Students will be able to:

- Greet people, introduce themselves and others, say hello and good-bye (7.1.NM.A.2,B.2, C.2)
- Say "Nice to Meet you" in the Spanish to a peer or an adult (7.1.NM.B.2; C.2)
- Exchange phone numbers (7.1.NM.A.2; B.2; C.2)
- Say which day it is, Say the days of the week (7.1.NM.A.2; B.2; C.2)
- Use survival phrases to avoid the need to speak in English, such as; "I don't understand." "Can you please repeat?" "May I go to the bathroom?" (7.1.NM.B.3)
- Identify the Spanish speaking countries on the map. (7.1.NM.A.4; B.1; C.2)

### ***Selected Vocabulary***

See *Avancemos* text pg. 25

*Avancemos* text pgs. 1-27 and ancillary materials including on-line resources

### ***Cross Curricular Connections***

- *Social Studies / Geography*
- *Social Studies – greeting and farewell gestures in the U.S.*
- *Math – producing numbers 0-10*
- *Social Studies – cultural heritage*

### ***Suggested Resources***

- *Avancemos* and ancillary materials including on-line resources
- <http://www.ver-taal.com/> authentic short videos
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

## Unidad 1—Un rato con los amigos-Estados Unidos

**Duration: 6-7 weeks each of 2 lecciones**

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we express origin/say where we are from?
- How do we express likes and dislikes?
- How do we talk about activities?
- How do we describe ourselves and others?
- How do we identify people and things?

### ***Enduring Understandings/ Standards Alignment***

Students will be able to:

- Identify snack foods and daily activities (7.1.NM.A2,4)
- Listen to the words Alicia and Sandra use to talk about activities and practice what you and others like to do. (7.1.NM.A1;B.1,5)
- Say where people are from using “ser de” to express origin (7.1.NM.A.5; B.5;C.3)
- Listen to Alicia and her friends introduce people and say where they are from. Use ser + de to tell where others are from. (7.1.NM.A1;B.1,5)
- Express likes and dislikes by using the verb gustar with an infinitive to talk about what you/others like to do (7.1.NM.A.1; B.2; C.1)
- Read about what students in a dual-language school in Florida like to do in their free time and compare them with what you like to do. (7.1.NM.A1;B.1,5)
- Describe people by using the subject pronouns and the verb “ser” (7.1.NM.B.4; C 3-4)
- Listen to how Sandra and her friends describe themselves and each other. Practice the vocabulary to describe others. (7.1.NM.A1;B.1,5)
- Distinguish gender by using definite and indefinite articles when talking about specific and unspecified things (7.1.NM.A.5; B.5; C.2)
- Describe things using noun-adjective agreement i.e. number and gender (7.1.NM.A.5; C.2)
- Listen to the conversation between Sandra and her friends. Use the definite/indefinite articles to talk about people. (7.1.NM.A1;B.1,5)
- Read about things to do in San Antonio and Miami. Compare what teens do in those cities to what you like to do. (7.1.NM.A1;B.1,5)
- Identify influences of Spanish speakers in the US (7.1.NM.A.3)

- Discuss characteristics of Miami and San Antonio. (7.1.NM.A.3)
- Discuss what Latino cultural elements exist in San Antonio and Miami. (7.1 NM A.3)
- Discuss some traditional dishes of Mexico and Cuba. (7.1 NM A.3)

### ***Selected Vocabulary***

See *Avancemos* text pgs.51 and 75.

### ***Cross Curricular Connections***

- Social Studies: *Cultural foods*
- Soc. Studies/ Geography: *Latinos* in the US
- Social Studies: compare communities (San Antonio and Miami)
- Art: Cuban and Mexican artistic influences (Xavier Cortada, Carmen Lomas Garza)
- History/geography: Paseo del río, how local environment affects food choices

### ***Suggested Resources***

- *Avancemos* text pgs. 28-81 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Communicative activities – Students describe other students in the class
- Create “Mis Gustos” project and describing likes/dislikes.
- Create an iMovie or use another form of technology to describe where you and others are from.
- Create an acrostic poem using your name and adjectives in the target language.

## Unidad 2--¡Vamos a la escuela!- México

**Duration:** 6-7 weeks each of 2 lecciones

**Big Idea:** Daily Activities in School

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we describe our daily school day schedule?
- What is school like and what materials do we need in class?
- How do we ask and answer questions about where others are, what they are doing and where things are located?
- How do we tell time in Spanish?
- How do we express our feelings?

### ***Enduring Understandings/Standards Alignment***

Students will be able to:

- Describe classes, classroom objects, supplies, and schedules (7.1.NM.A.2,4; B.2)
- Identify the words that Pablo and Claudia use to talk about what they do after school. Use the vocabulary to describe classes and classroom objects. (7.1.NM.A1;B.1,5)
- Listen to how Pablo and Claudia talk about at what time they will study. Practice the vocabulary to ask and tell time. (7.1.NM.A1;B.1,5)
- State what you do using present tense -AR verbs (7.1.NM.A.4; B.1,2,3; C3)
- Say how often you do something/expressing frequency with adverbs (7.1.NM.A.4; B.1,2,3)
- Ask and tell time using appropriate time phrases (7.1.NM.A.3,4; B.4, C.2)
- Express what you have using the verb tener and what you have to do using tener que. (7.1.NM.A.4; B.4; C.3)
- Listen to how Pablo and Claudia use the verb phrase tener que to talk about what they have to do in school. Use tener and tener que to say what you and others have and have to do (7.1.NM.A1;B.1,5)
- Read about the requirements for graduating from an international school in Mexico. Compare them with the course requirements you need to graduate from your school. (7.1.NM.A1;B.1,5)
- Say how you feel and where you are using the verb estar (7.1.NM.A.4; B.4; C.2,3)

- Listen to how Pablo and Claudia use *estar* to talk about Pablo feels. Practice using *estar* to talk about emotions and locations. (7.1.NM.A1;B.1,5)
- Read the excerpts from the essays of 2 students from Mexico and the Dominican Republic. Compare the descriptions of their favorite classes and talk about your favorite class. (7.1.NM.A1;B.1,5)
- Say where you and others are going using the verb *ir* (7.1.NM.A.4; B.4; C.2,3)
- Form questions using conjugated verb before the subject. (7.1.NM.A.4; B.4; C.2,3)
- Compare/Contrast Mexican schools schedules to those of the USA (7.1.NM.A.3,5; C.5)
- Discuss school uniforms in Mexico. Dominican Republic and US. (7.1.NM.A.3,4; B.5; C.1,4,5)
- Identify some Mexican artists. (7.1.NM.A.1,5; B.3,5; C.2,5)
- Discuss the National Museum of Anthropology in Mexico. (7.1.NM.A.1,3,5; C.4,5)

### ***Selected Vocabulary***

See *Avancemos* text p. 105 and 129

See *Avancemos* text pgs. 82-135 and ancillary materials including on-line resources

### ***Cross Curricular Connections***

- History/Science: Reading maps
- Health/History: Health benefits of the cacti
- Art: Creating maps and symbols, Huichol yarn painting, Taino rock art
- Social Studies: School uniforms and schedules
- Geography: Mexico

### ***Suggested Resources***

- *Avancemos* text pgs. 82-135 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Create a technology based project about a typical school day.
- Create a project that incorporates how people are feeling.
- Communicative activities: ask how others are feeling, describe classes and what is needed for each class, ask what time you go to specific classes

## Unidad 3—Comer en familia -Puerto Rico

**Duration:** 6-7 weeks each of 2 lecciones

**Big Idea:** Talk about eating with family

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we talk about our likes/dislikes regarding food and beverages?
- How do we ask/answer open ended questions using interrogatives?
- How do we talk about our family?
- How do we use dates and months to tell the date of birth and age of myself and family members?
- How do we express possession?
- How can we compare nouns?
- What are the similarities and differences between a Sweet Sixteen and the traditional celebration of “Quinceañera”?
- What are some differences between traditional foods from Spanish speaking countries?
- What is the weather in Puerto Rico?
- What is Puerto Rico like?
- Who are important people from Puerto Rico?
- What are the elections like in Puerto Rico?

### ***Enduring Understandings/Standards Alignment***

Students will be able to:

- Talk about different foods and beverages and our preferences using the verb gustar (7.1 NM.A.4; B.4; C.3)
- Listen to how Marisol and Rodrigo use gustar to talk about what they like to eat. Use gustar to talk about likes and dislikes. (7.1.NM.A1;B.1,5)
- Form er/ir verbs by telling what people are eating/drinking and sharing (7.1 NM.A.4; B.4; C.3)
- Ask and answer open ended questions regarding food and family (7.1 NM.A.5; B.5; C.3)
- Identify the words Rodrigo and Marisol use to ask questions. Practice them to ask questions and give answers. (7.1.NM.A1;B.1,5)
- Read a section from a supermarket ad and then a shopping list. Compare this information with the foods and beverages you eat and drink. (7.1.NM.A1;B.1,5)
- Describe our family (7.1 NM.A.4; B.4; C.3)

- Tell birthdates and ages of family members (7.1 NM. C.2,4)
- Identify the words Marisol and Rodrigo use to talk about birthdays and family members. Practice asking and telling ages. (7.1.NM.A1;B.1,5)
- Explain family relationships using possessive adjectives and possession with de (7.1 NM. B.5; C.3)
- Listen to the possessive adjectives Marisol and Rodrigo use to talk about family members. Use them to talk about your family and birthdays. (7.1.NM.A1;B.1,5)
- Use comparative words to describe your family, friends and yourself
- Compare and contrast the celebration of the Quinceañera in different parts of the Spanish speaking world and the US (7.1 NM.A.5)
- Read about quinceañera celebrations in Peru and Puerto Rico then compare the parties and talk about activities of the birthday parties you go . (7.1.NM.A1;B.1,5)
- Learn about Hurricane Georges and its effect on Puerto Rico and analyze its path (7.1 NM.A.5)
- Explore the election process in Puerto Rico and examine what the election process reveals about a culture (7.1 NM.A.5)

### ***Selected Vocabulary***

Avancemos text pgs. 136-189 and ancillary materials including on-line resources  
Avancemos text pgs. 159 and 183

### ***Cross Curricular Connections***

- History: *Puerto Rican government and elections*
- Social Studies: Cultural foods
- Science: hurricanes, storms, El Yunque (rain forest), el coqui (tree frog)
- Social Studies: Quinceañera
- Art: Rafael Tufiño, Fernando Polo (portraits that represent people of a culture)
- Music: Musical instruments of Puerto Rico and Peru

### ***Suggested Resources***

- *Avancemos* text pgs. 136-189 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to greetings
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Write a letter to a pen pal describing family mealtime traditions
- Create a project describing a famous family or their own family

## *Unit 4: En el centro*

**Duration:** 6-7 Weeks each of 2 lecciones

**Big Idea:** What do you do in a city?

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we describe what we are wearing and clothing we want to buy?
- How do I talk about what to wear in different seasons?
- How can I describe and talk about places in a town?
- What can I do in Spain in my free time?
- How do we talk about going shopping?
- How does content help me respond to important questions that extend my learning beyond the classroom? How do we make purchases?
- What are the different modes of transportation that can be used to get around town?
- How do we order food in a restaurant?
- How do we talk about the food in a restaurant?
- How do we request the check?
- What are some traditional dishes of Spain?
- What comparisons can I make between markets in Spain and the US?
- Who are some famous artists from Spain, Guatemala, and Chile?

### ***Enduring Understandings/Standards alignment***

Students will be able to:

- Identify clothing items (7.1.NM.A.4; C2)
- Say what the appropriate clothing is for each season (7.1.NM.A.4;B4)
- Describe clothing (7.1.NM.A.4; C2)
- Listen to the different articles of clothing that Enrique and Maribel talk about. Practice the vocabulary and tener expressions to say what you wear in different seasons. (7.1.NM.A1;B.1,5)
- Express what your clothing preferences are (7.1.NM.A.4; C2)
- Give prices in euros of clothing items (7.1.NM.A.4;B4)
- Making purchases by taking turns by asking and giving the price of different items (7.1.NM. B.5; C.2)

- Talk about your wants and preferences using the direct object pronouns me-te –lo/la-nosotros/las (7.1.NM. B 2,5; C.2)
- Use stem-changing verbs e-ie to talk about shopping (7.1.NM. B 2,5; C.2)
- Listen to the e-ie stem-changing verbs that Enrique and Maribel use while they shop for clothes. Use the verbs to talk about your clothing preferences. (7.1.NM.A1;B.1,5)
- Use stem-changing o-ue verbs to talk about things you can do in a city. (7.1.NM. B 2,5; C.2)
- Identify stem-changing verbs Enrique and Maribel use to talk about things to do in the city. Practice the verbs to talk about where you go. (7.1.NM.A1;B.1,5)
- Read a poem by a Spanish poet. Talk about what you have read and describe winter in your region. (7.1.NM.A1;B.1,5)
- Choose a mode of transportation and tell how you will arrive at a specific destination (7.1.NM.A2;B2;C2)
- Listen to how Maribel and Enrique talk about how they go and get there. Practice the vocabulary and ir a infinitive to talk about types of transportation and what you are going to do. (7.1.NM.A1;B.1,5)
- Talk about the many activities to do in Spain and where to do them(7.1.NM.A.4;B2;C.3)
- Name and describe food/meals on a menu (7.1.NM.A.4;B.4;C.3)
- Compare meals and eating habits in the Spanish-Speaking countries and the United States (7.1.NM.A.3)
- Order food in a restaurant (7,1NM.A.3;B.2;C.2)
- Request the check (7.1.NM.B.2;C.2)
- Use stem-changing verbs e-i to exchange information between the waiter and the customer (7.1.NM.A.4;B.4; C.4)
- Role-play ordering in a restaurant (7.1.NM.B.3,5)
- Read about weekend activities in Spain and Chile. Talk about what each city offers and compare the activities with what you do on the weekends. (7.1.NM.A1;B.1,5)
- Talk about things you are going to see and do in Spain. (7.1.NM.A.2)
- Explore the culture of Spain/compare contrast to the US (7.1.NM.A.3)
- Compare and contrast the work of Hispanic artists. (7.1.NM.A.3)
- Discuss the influence of the Moors in Spain. (7.1 NM. A.4)

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Create a menu
- Create and perform a fashion show
- Prepare a skit about going out to eat
- Create a city entertainment guide (see text p. 189A TE)

### ***Selected Vocabulary***

See *Avancemos* text p. 213 and 237

See *Avancemos* text p. 190-243

### ***Cross Curricular Connections***

- Geography/Social Studies: Neighborhood shops
- Social Studies: Transportation
- History/Art: *Spanish artists*
- Social Studies/History: Moorish influence
- Math: *converting monetary units (euros)*
- Health: Different Spanish dishes and health benefits of cooking with olive oil
- Language Arts: Influence of Arabic on Spanish language

### ***Suggested Resources***

- *Avancemos* text and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

## Unidad 5 –¡Bienvenidos a nuestra casa!

**Duration:** 6-7 weeks each of 2 lecciones

**Big Ideas:** The house

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we describe our house?
- How do we talk about household items?
- How do we tell the order of things?
- How do we describe where things are located in the house?
- How do we tell others what to do?
- How do we express what people say?
- How do we negotiate responsibilities?
- How do we plan a party?
- How do we talk about household chores?
- How does architecture reflect the way of life in a community?
- How does a country's location in the world make it unique?
- Where and with whom do you celebrate your birthday? How do you enjoy celebrating your birthday?
- How do people show pride for their community?
- How do different cultures express themselves through craft and dance?

### ***Enduring Understandings/Standards alignment***

Students will be able to:

- Describe your daily routine (7.1.NM.C.2)
- Identify items associated with daily routines (7.1.NM.A.4;C.3)
- Use vocabulary for sequencing of events to talk about your daily routines (7.1.NM.C.2)
- Tell others to do something by using affirmative “tú” commands (7.1.NM.A.2; B.2;C,2)
- Discuss daily chores with another student (7.1.NM.B.5)
- Describe a house using ser (7.1.NM.C.3)
- Describe the rooms and furniture of a house. (7.1.NM.C.3)

- Listen to the words Fernando and the Cuevas family use to talk about the rooms in their house. Practice what you have learned to talk about rooms and other things in a house. (7.1.NM.A1;B.1,5)
- Use the verb *estar* and prepositions to describe where things are located in a house. (7.1.NM.C.3)
- Identify the ways *ser* and *estar* are used in Manuel and Fernando's conversation about themselves and things in the house. Talk about people and things in your life using this vocabulary. (7.1.NM.A1;B.1,5)
- Tell what you like about parties using the verb *decir* (7.1.NM.B.2; C.3)
- Discuss the structure of the house in Ecuador and most Spanish-speaking countries (7.1.NM. A.4)
- Negotiate responsibilities by talking about your daily chores with another student (7.1.NM. B.5)
- Listen to how Elena and others get ready for Miguel's surprise party. Practice to talk about how you plan a party. (7.1.NM.A1;B.1,5)
- Plan a party using *ir + a + infinitive* (7.1.NM.B.2; C.3)
- Use irregular verbs to talk about planning a surprise party (irregular *yo* form verbs) (7.1.NM.B.2; C.3)
- Identify the words Fernando and the Cuevas family use to talk about the preparations they have to do before Manuel's party. Use what you know to talk about your chores and responsibilities. (7.1.NM.A1;B.1,5)
- Say what you just did by using *acabar de + infinitive* (7.1.NM.A.5)
- Compare and contrast houses in Ecuador to homes in your community (7.1 NM.A.3)
- Read advertisements for houses and apartments for sale in Ecuador. Compare the 2 places and talk about where you prefer to live. (7.1.NM.A1;B.1,5)
- Describe how the geographical location influences the design of a home. (7.1 NM.A.3)
- Compare and contrast family parties: who attends, where they take place, what people wear, and what food is eaten (7.1 NM.A.3)
- Discuss what celebrations and events help define pride for a culture. (7.1 NM.A.3)
- Read about the traditional dances of Ecuador and Panama. Compare the dances and talk about when you go dancing. (7.1 NM.A.4)
- Explore traditional crafts and dances in the Latin American culture. (7.1 NM.A.4)
- Identify the *sucre* as currency (7.1.NM.C.5)
- Discuss Quito, Ecuador and its buildings (7.1.NM.A.5; C.5)

### ***Selected Vocabulary***

*Avancemos* text p. 267 and 291

*Avancemos* text p. 244-297

### ***Cross Curricular Connections***

- Social Studies/Geography: Culture and climate of Ecuador
- Art: Textile art
- Art: Artisan work in Central/South America

- Music: cultural dances in South America
- Math: comparing prices for homes
- Math: currency conversions
- Social studies: influence of indigenous people
- Language: finding Quechua words that are used in Spanish
- Art/math: Architecture of traditional South American dwellings

### ***Suggested Resources***

- *Avancemos* and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Create a real estate listing for a house (Mi casa ideal)
- Draw a picture of a room of a house and describe it in detail to another student while he/she draws what he/she hears
- Exchange information about planning for a party

## Unidad 6 – Mantener en cuerpo sano

**Duration:** 6-7 weeks each of 2 lecciones

**Big Idea:** Physical Activities

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we talk about sports and leisure activities?
- How do we talk about what we need to play sports?
- How do I talk about the people I know?
- How can I express what I know and what I know how to do?
- How does physical activity help keep you healthy?
- How can I talk about parts of the body?
- How can I express if I am injured?
- How can I express what I did?
- How do professional athletes support their home countries?
- What are some elements of Dominican culture?
- How can gestures help to facilitate communication?

### ***Enduring Understandings/Standards Alignment:***

Students will be able to:

- Talk about sports and what sports you play using the verb jugar. (7.1.NM.A.4; B.4,5; C.2,3)
- Identify the words Isabel and Mario use to talk about sports. Practice what you have learned to talk about sports. (7.1.NM.A1;B.1,5)
- Listen to the forms of jugar that Isabel and Mario use to talk about sports and sports equipment. Use jugar to say what sports people play. (7.1.NM.A1;B.1,5)
- Read a flyer for a sports club in the Dominican Republic. Describe the club and compare it to any sports facilities you know. (7.1.NM.A1;B.1,5)
- Talk about whom you know using the verb conocer. (7.1.NM.A.4; B.4,5; C.2,3)
- Tell what you know using the verb saber. (7.1.NM.A.4; B.4,5; C.2,3)
- Practice forms and uses of saber and conocer (7.1.NM.A.4; B.4,5; C.2,3)
- Tell what happened using preterite of regular “-ar” verbs and the preterite of “-car, -gar, -zar” (7.1.NM.A.4; B.4; C.3)
- Compare outdoor activities with teens do in other parts of the world. (7.1 NM.A.3)
- Identify parts of the body. (7.1.NM.C.3)

- Listen to what Mario and Isabel do to stay healthy. Use the vocabulary to talk about parts of the body. (7.1.NM.A1;B.1,5)
- Practice using *doler* to say what hurts and make excuses. (7.1.NM.A.4; B.4,5; C.2,3)
- Talk about the past using irregular preterite verbs(7.1.NM.A.4,5; B.4,5; C.2,3)
- Listen to how Mario and Isabel use the preterite to tell the doctor about Mario’s accident. Use the preterite of *ar* verbs to talk about actions in the past. (7.1.NM.A1;B.1,5)
- Talk about the present and future reviewing verb tenses (7.1.NM.A.4,5; B.2,3; C.2,3)
- Discuss the past (7.1.NM.A.5; B.5; C.4)
- Read about and discuss how professional athletes support their home countries and compare their careers and achievements (7.1.NM.A.4; B.2; C.3)
- Discuss where the Dominican Republic is located and its culture. (7.1.NM.A.4; B.2; C.3)
- Learn about the gestures that are unique to the Spanish culture. (7.1.NM.A.4; B.2; C.3)

### ***Recommended Assessments***

- *Avancemos* assessment materials
- Prepare a skit about making purchases in a sporting goods store
- Create a multimedia presentation for a health resort
- Create a multimedia presentation about a famous Hispanic athlete

### ***Suggested Resources***

- *Avancemos* text pgs. 321 and 345 and ancillary materials
- *Avancemos* text pgs. 297-351
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

## *Unit 7: Una semana fenomenal*

*Duration: 6-7 weeks each of 2 lecciones*

*Big Idea: Using technology to make plans*

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we talk about technology?
- How do we sequence events?
- How do we talk about things that happened in the past?
- How do we talk about amusement parks and places of interest?
- What expressions do we need to talk on the phone?
- How do we extend invitations?
- What are some aspects of the culture of Argentina?
- How do slang words develop?
- How do last names show family ties across generations?
- What features and attractions are most popular for tourists?

### ***Enduring Understands/Standards Alignment***

***Students will be able to:***

- Talk about technology words and sending emails (7.1.NM.C.2)
- Take a virus- protection questionnaire. Talk about computer viruses and how you protect your computer. (7.1.NM.A1;B.1,5)
- Explain the order of events as they occurred (7.1.NM.C.2)
- Listen to Florencia use vocabulary to put events in order. Practice talking about a series of events. (7.1.NM.A1;B.1,5)
- Talk about the past using the preterite of –er and –ir verbs (7.1NM.A.4,5; B.4,5; C.2,3)
- Listen to Florencia and Mariano talk about what happened the day before. Use the preterite of er/ir verbs to state what you recently did. (7.1.NM.A1;B.1,5)
- Identify vocabulary relating to amusement parks and places of interest (7.1.NM.C.2)
- Listen to Florencia and Mariano’s talk about the things they see at an amusement park. Use ¡Qué! + adjective to describe different activities you do. (7.1.NM.A1;B.1,5)
- Make a phone call and use proper phone etiquette (7.1.NM.C.2)
- Extend an invitation (7.1.NM.C.2)
- Discuss places of interest in Argentina/South America (7.1.NM.A.4;B.2;C.3)
- Use ¡Qué! + adjective to show emphasis (7.1.NM.A.4;B.4,5;C.2,3)

- Talk about the past using the preterite forms of –ir, -ser, -hacer 7.1NM.A.4,5; B.4,5; C.2,3)
- Listen to how Mariano, Florencia and Luciana use the preterite tense to talk about what they and others do. Use ir, ser, hacer in the preterite to ask about what others did. (7.1.NM.A1;B.1,5)
- Explore the culture and cuisine of Argentina (7.1.NM.A.4;B.2;C.3)
- Read about 2 non traditional museums in Argentina and Bolivia. Then compare the 2 museums and talk about museums that you have visited. (7.1.NM.A1;B.1,5)
- Compare and contrast slang words in different Spanish speaking regions and the US (7.1.NM.A.4;B.2;C.3)
- Discuss the importance of carrying two last names in the Spanish-speaking world and explore whether Spanish speakers in the US follow the tradition of carrying two names (7.1.NM.A.4;B.2;C.3)
- Identify tourist attractions in Argentina and explain why they are popular (7.1.NM.A.4;B.2;C.3)

### ***Cross Curricular Connections***

- Social Studies: *Family lineages*
- Geography: Beaches and tourist attractions of Argentina
- Social Studies: Popular tourist attractions
- Language Arts: Origins of slang words
- History: Museums of Argentina and Bolivia
- Music: Understanding the indigenous influence in music
- Social Studies: Cuisine of Argentina and factors that influence it

### ***Recommended assessments***

- *Avancemos assessment materials*
- Create a map of an amusement park
- Create a skit role playing a phone conversation extending an invitation to a friend

### ***Suggested Resources***

*Avancemos* text pgs.375 and 399 and ancillary materials

*Avancemos* text pgs. 351-405

- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

## *Unit 8: Una rutina diferente*

*Duration: 6-7 weeks each of 2 lecciones*

*Big Idea: Daily Routines*

### ***Standards Alignment***

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

### ***Essential Questions***

- How do we talk about our daily routine?
- How do we talk about grooming?
- How do we talk about vacations?
- How do I say how my daily routine changes while on vacation?
- How do I talk about what I am doing right now?
- How do I buy souvenirs on vacation using bargaining skills?
- What do you like to do in Costa Rica?
- How is transportation important to a country?
- Where do you like to go and what do you like to do during vacation?

### ***Enduring Understands/Standards Alignment***

***Students will be able to:***

- Talk about daily routines (7.1.NM.C.2)
- Use reflexive verbs to discuss daily routines (7.1NM.A.4,5; B.4,5; C.2,3) Identify the reflexive verbs Susana, Jorge and their father use to talk about their vacation schedules. Use the reflexive verbs to talk about different routines. (7.1.NM.A1;B.1,5)
- Identify and produce items necessary for daily grooming (7.1.NM.C.2)
- Use adverbs to describe a typical a day (7.1.NM.C.2)
- Use the present progressive to explain what is happening right now (7.1.NM.C.2)
- (7.1.NM.C.2)
- Discuss different modes of transportation used during vacation (7.1.NM.C.2)
- Identify daily vacation activities (7.1.NM.C.2)
- Listen to the words Susana uses to talk about what she would like to do on vacation. Use the words to talk about going on vacation. (7.1.NM.A1;B.1,5)
- Use vocabulary relating to items found in souvenir shops while on vacation (7.1.NM.C.2)
- Bargain for items using bargaining expressions (7.1NM.B.3,4;C.2)

- Listen to the words Susana uses to talk about items in a store. Practice the vocabulary to talk about shopping and what you would and would not like to do in your free time. (7.1.NM.A1;B.1,5)
- Choose a mode of transportation and tell how you will arrive at your destination (7.1.NM.A.2;B.2;C.2)
- Use the indirect object pronouns me, te, le, nos, les to say for whom you are buying gifts (7.1.NM.A.4;B.4)
- Discuss indigenous plants and animals of Costa Rica (7.1.NM.A.4;B.2;C.3)
- Read about a vacation to Costa Rica and decide which activities you would like to do there (7.1.NM.A.4;B.2;C.3)
- Compare and contrast the transportation in Costa Rica to the transportation in our area (7.1.NM.A.4;B.2;C.3)
- Read about the markets in Costa Rica and Uruguay and compare them to the US (7.1.NM.A.4;B.2;C.3)

### ***Selected Vocabulary***

*Avancemos* text p. 429 and 453

### ***Cross Curricular Connections***

- Social Studies: Bargaining in Costa Rica
- Geography: Beaches and tourist attractions of Costa Rica
- Social Studies: Markets in Costa Rica and Uruguay
- Science: Animal and plant life in Costa Rica
- Math: Using currency conversions to bargain
- Art: Hand made items commonly found in a market (artisan work)
- Health: Outdoor activities that can be done on vacation in Costa Rica

### ***Suggested Resources***

*Avancemos* text pgs.429 and 453 and ancillary materials

*Avancemos* text pgs. 405-459

- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

### ***Recommended Assessments***

*Avancemos* assessment materials

Create a bargaining skit to buy a souvenir while on vacation

Plan a vacation to Costa Rica for you and your family

**HOWELL TOWNSHIP PUBLIC SCHOOLS**  
**MIDDLE SCHOOL WORLD LANGUAGE CURRICULUM**

**FRENCH GRADES 6-8**

**BOARD APPROVED: August 23, 2017**

# SCOPE AND SEQUENCE – 6<sup>th</sup> Grade

**6<sup>th</sup> Grade** – Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Class procedures and expectations

**2 Days\***

## Prelude

Classroom expressions

Introduction to France and the Francophone world

Faites Maintenant - Daily Do Now

Feelings and emotions

Days of the week (today, yesterday, tomorrow) / Dates

Seasons / Weather

Time

Numbers

**15 Days (Approx. 3 weeks)**

## Lesson #1

Greetings and Farewells

Numbers 0 - 29

French telephone numbers

French alphabet and accent marks

Activities

**15 Days (Approx. 3 weeks)**

## Lesson #2

Nationalities and Origins

Numbers 30 - 60

French telephone numbers

Activities

**15 Days (Approx. 3 weeks)**

## Lesson #3

Pointing out people and finding out who they are

Indefinite articles "un / une"

Numbers 60 - 79

French telephone numbers

Activities

**15 Days (Approx. 3 weeks)**

**Lesson #4**

**15 Days (Approx. 3 weeks)**

Requesting and providing information about others - name, nationality and origin  
Definite articles "le / la"  
Numbers 80 - 100, 1000  
French telephone numbers  
Activities

**Lesson #5**

**15 Days (Approx. 3 weeks)**

Identifying and providing information about family members - name, age, birthday and activity preferences  
Requesting and providing ages  
Identifying body parts.

**Lesson #6**

**15 Days (Approx. 3 weeks)**

Ordering food and beverages at a French café  
Requesting prices and paying the bill  
24-hour clock

## Prelude (6th grade)

**Big Idea**    *Introduction to the Francophone world including France, the French people and language, classroom expressions as well as provide daily information - day, date, weather, etc.*

### Essential Questions

#### Le monde francophone

- Why speak French?
- What is a cognate and how can it help me with French?
- Where is France? What is the capital of France?
- Who are the French?
- Where else in the world do they speak French?
- What are the colors of the Francophone flags?
- How are French and American names similar/different?

#### La classe de français

How do I express myself in class

#### Faites Maintenant - Daily information

- How do I express how I am feeling?
- How do I give the day of the week and date?
- How do I give the season and the weather?
- How do I tell time?
- How do I identify #'s up to 60?

#### **Cross Curricular Connections**

Math/Science - Converting Celcius to Fahrenheit  
English - Recognizing True and False cognates  
Social Studies - French history and geography

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Learning Experiences (Interim Assessments)	Resources
1. Culture - francophone influence in the US 2. Classroom expressions 3. Express how one is feeling 4. Provide the day of week - today, yesterday and tomorrow 5. Give the date and the season 6. Describe the weather 7. Identify numbers 0 - 60 8. Name French colors	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizizz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

Le Faites Maintenant

Comment ça va?

Ça va (It's going) / Je vais (I am going) ...

- très bien
- bien
- comme ci, comme ça
- mal
- très mal

Je suis fatigué(e)   
 Je suis malade.

Les jours (days) de la semaine (week)

- lundi
  - mardi
  - mercredi
  - jeudi
  - vendredi
  - samedi
  - dimanche
- C'est quel jour aujourd'hui (today)?  
 - Aujourd'hui, c'est  
 - C'était quel jour hier (yesterday)?  
 - Hier, c'était  
 - C'est quel jour demain (tomorrow)?  
 - Demain, c'est

Les jours du mois (month)

- un (1) / premier (1st)
- deux (2)
- trois (3)
- quatre (4)
- cinq (5)
- six (6)
- sept (7)
- huit (8)
- dix (10)
- onze (11)
- douze (12)
- treize (13)
- quatorze (14)
- quinze (15)
- seize (16)
- dix-sept (17)
- dix-huit (18)
- vingt (20)
- vingt-et-un (21)
- vingt-deux (22)
- vingt-trois (23)
- vingt-quatre (24)
- vingt-cinq (25)
- vingt-six (26)
- vingt-sept (27)
- vingt-huit (28)
- vingt-neuf (29)
- trente (30)
- trente-et-un (31)

Les mois de l'année (year)

- janvier
- février
- mars
- avril
- mai
- juin
- juillet
- août
- septembre
- octobre
- novembre
- décembre

Les saisons

- le printemps (Spring)
  - l'été (Summer)
  - l'hiver (Winter)
  - l'automne (Fall)
- C'est quelle saison?  
 - C'est

**Date**

C'est le + number + month.  
 - C'est le quinze juillet. (15/7)  
 - C'est le vingt-et-un mars. (21/3)  
 - C'est le premier novembre. (1/11)

- C'est quelle date aujourd'hui?  
 - C'est le \_\_\_\_\_

Le temps - Il fait quel temps aujourd'hui?

- Il fait froid. 0° Il fait beau.
- Il fait frais. 60° Il fait bon.
- Il fait chaud. 75° Il fait mauvais.
- Il fait très chaud. 90° Il fait brumeux.
- Il fait nuageux Il fait humide.
- Il fait du soleil.

Les nombres 30-60

trente (30)	quarante (40)	cinquante (50)
trente-et-un	quarante-et-un	cinquante-et-un
trente-deux	quarante-deux	cinquante-deux
trente-trois	quarante-trois	cinquante-trois
trente-quatre	quarante-quatre	cinquante-quatre
trente-cinq	quarante-cinq	cinquante-cinq
trente-six	quarante-six	cinquante-six
trente-sept	quarante-sept	cinquante-sept
trente-huit	quarante-huit	cinquante-huit
trente-neuf	quarante-neuf	cinquante-neuf

soixante (60)

du matin - in the morning (AM)  
 de l'après-midi - in the afternoon (PM)  
 du soir - in the evening (PM)

Il est quelle heure? (Quelle heure est-il?)

Il est ...

une heure	deux heures	trois heures	quatre heures	cinq heures	six heures	sept heures	huit heures	neuf heures	dix heures	onze heures	midi	une heure	deux heures	trois heures	quatre heures	cinq heures	six heures	sept heures	huit heures	neuf heures	dix heures	onze heures	minuit
-----------	-------------	--------------	---------------	-------------	------------	-------------	-------------	-------------	------------	-------------	------	-----------	-------------	--------------	---------------	-------------	------------	-------------	-------------	-------------	------------	-------------	--------

- 1:00 AM Il est une heure du matin.
- 4:00 PM Il est quatre heures de l'après-midi.
- 9:00 PM Il est neuf heures du soir
- 12:00 AM Il est minuit
- 12:20 PM Il est midi vingt.
- 6:15 Il est six heures et quart (quinze).
- 5:30 Il est cinq heures et demie (trente).
- 10:45 Il est dix heures quarante-cinq.
- \* 7:55 Il est onze heures moins le quart.
- \* Il est sept heures cinquante-cinq.
- \* Il est huit heures moins cinq.

## La France et le français

A) Use pages 2-9 in your textbook to search for answers to the following:

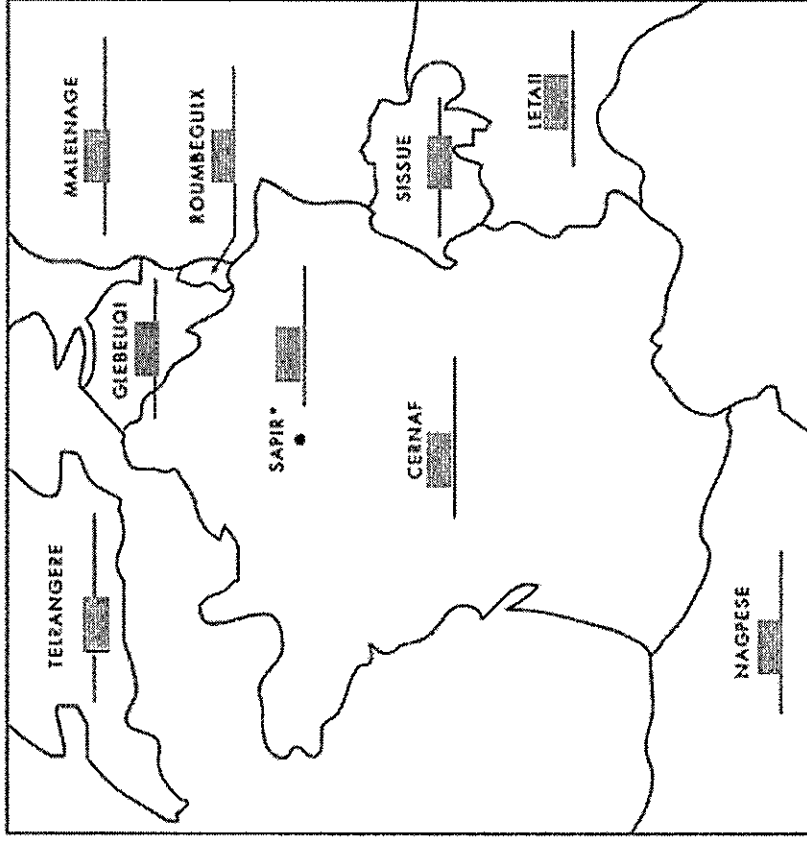
- The number of people around the world who speak French (2) \_\_\_\_\_ et \_\_\_\_\_
- The colors of the French flag (6) \_\_\_\_\_ et \_\_\_\_\_
- The 6 countries that border France (4) \_\_\_\_\_ et \_\_\_\_\_
- In Europe, French is spoken in parts of \_\_\_\_\_ et \_\_\_\_\_ (9)
- Today over \_\_\_\_\_ of English words are derived from French. (3)
- France is a \_\_\_\_\_-advanced country, especially in high-speed transportation and medical research. (2)  
These include the Concorde, the TGV (Train à Grande Vitesse) and the "Channel" -- the tunnel under the English Channel.
- The population of France (6) \_\_\_\_\_ et \_\_\_\_\_
- The capital of France (6) \_\_\_\_\_
- The money used in France (6) \_\_\_\_\_
- The 2 bodies of water that surround France (4) \_\_\_\_\_ et \_\_\_\_\_
- The country to the north of France across the English Channel (La Manche) (4) \_\_\_\_\_
- In Canada about \_\_\_\_\_ of the population speaks French. (8)
- France is the \_\_\_\_\_-largest country in Western Europe. (4)
- French is the second language on the \_\_\_\_\_ (2)
- \_\_\_\_\_ is the French nobleman who invaded England in 1066 and became king. (3)
- France is smaller than \_\_\_\_\_, but bigger than \_\_\_\_\_ (4)
- French is the 1<sup>st</sup> or 2<sup>nd</sup> language in about \_\_\_\_\_ countries or regions around the world. (2)
- The continent with the most French-speaking countries is \_\_\_\_\_ (9)
- The Château de Chenonceau is a \_\_\_\_\_ in France built in the 16th century. (5)
- The 2 mountain ranges in France \_\_\_\_\_ et \_\_\_\_\_ (4)
- The majority of the French people are of the \_\_\_\_\_ religion. (6)
- The motto (Devise) of the French Republic (government) \_\_\_\_\_ (6)
- More than \_\_\_\_\_ people have emigrated from North Africa to France and are now French citizens. (9)
- Two islands in the Caribbean that are part of France are \_\_\_\_\_ and \_\_\_\_\_ (8)
- Another island in the Caribbean where French and Creole is spoken is \_\_\_\_\_ (8)

B) Choose a French name from pages 10 - 11 that you would like to have in French class. \*Try to choose a name that corresponds to your own name. Some of you may already have a French name. ☺

Je m'appelle \_\_\_\_\_

## Aimez-vous la géographie?

Unscramble the letters and discover how the French spell these European countries!



\* La capitale, n'est-ce pas?

# Les Couleurs



① **Le drapeau des pays francophones.**  
 In the following countries, many people use French in their daily lives. Locate each country on the map on pages 8-9 and then describe the colors of its flag.

↳ La Belgique: Le drapeau est noir, jaune et rouge.

## Europe

**LA BELGIQUE**  
 Population: 10 millions  
 Capitale: Bruxelles

**LE LUXEMBOURG**  
 Population: 0,5 million  
 Capitale: Luxembourg

**LA SUISSE**  
 Population: 2 millions  
 Capitale: Berne

## Amerique

**LE CANADA**  
 Population: 23 millions  
 Capitale: Ottawa

**HAÏTI**  
 Population: 10 millions  
 Capitale: Port-au-Prince

## Afrique



**LE CAMEROUN**  
 Population: 19 millions  
 Capitale: Yaoundé

**LA CÔTE D'IVOIRE**  
 Population: 20 millions  
 Capitale: Yamoussoukro

**LE MAROC**  
 Population: 21 millions  
 Capitale: Rabat

**LE MALI**  
 Population: 11 millions  
 Capitale: Bamako

**LA RÉPUBLIQUE DÉMOCRATIQUE DU CONGO**  
 Population: 61 millions  
 Capitale: Kinshasa

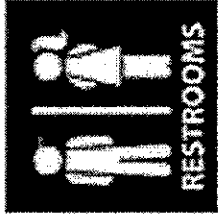
**LE SENÉGAL**  
 Population: 12 millions  
 Capitale: Dakar

## CONNEXIONS World Geography

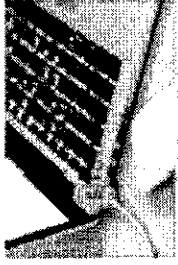
Increase your awareness of the francophone world. Select one of the countries mentioned and make a poster which includes the flag and a map showing the capital city. Complete the poster with pictures or other information of interest (sources: atlas, encyclopedia, Internet, travel ads, newspapers, and magazines).

Un stylo,  
Un crayon,  
Un papier,  
s'il vous plaît.

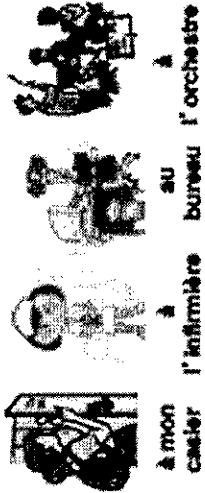
Est-ce que je peux  
aller aux toilettes?



Est-ce que je peux  
charger mon  
ordinateur?



Est-ce que je  
peux aller . . .



à mon  
cahier

à  
l'infirmière

au  
bureau

à  
l'orchestre

De l'eau, s'il  
vous plaît.

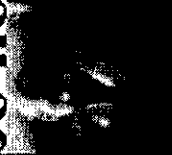


Comment dit-on  
"happy"  
en français?



Que veut dire  
"content(e)"  
en anglais?

Je sais.  
Je ne sais pas.



Je comprends.  
Je ne comprends  
pas.



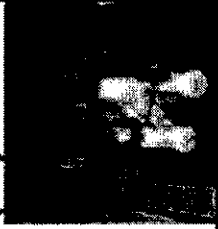
Merci!  
De rien! /  
Pas de quoi!



**À tes (vos)  
souhaits!**



**Je suis  
désolé(e).**



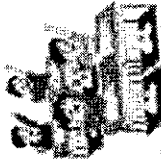
**Excusez-moi,  
madame.  
J'ai une question.**



**Levez-vous.**



**Asseyez-vous.**



**Levez la main.**



**Regardez le tableau!**



**Écoutez-moi!**

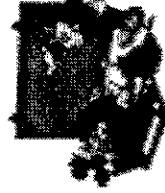
**Écrivez!**



**Lisez!**



**Copiez le  
tableau.**



**Répondez aux  
questions.**



**Ouvrez les  
ordinateurs.**



**Fermez les  
ordinateurs.**



**Travaillez!**



**Faites les  
devoirs!**



## Lesson 1 (6th grade)

**Big Idea**      *Greeting and taking leave of people appropriately, identifying the French alphabet and accent marks, as well as expressing activity preferences*

**Essential Questions**

- How do I greet and take leave of others appropriately?
- What is the French alphabet and accent marks?
- What does a French telephone number look like?
- How do I express what I like and don't like to do?
- How do I express what I am going and not going to do?
- Who is Astérix?

**Cross Curricular Connections**

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit/Topic	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Culture - La Rentrée - the 1st of school in France / Asterix and Gaul</li> <li>2. Greeting and taking leave of friends and adults</li> <li>3. Expressing and asking how one is feeling</li> <li>4. Singing the French alphabet</li> <li>5. Identifying French accent marks</li> <li>6. Spelling French names using French letters</li> <li>7. Practicing numbers 0 - 29</li> <li>8. Identifying French telephone #'s and exchanging #'s</li> <li>9. Identifying everyday activities and expressing preferences</li> <li>10. State what I am going to and not going to do after school and on the weekend.</li> </ol>		<ul style="list-style-type: none"> <li>7.1.NM.A.1</li> <li>7.1.NM.A.2</li> <li>7.1.NM.A.3</li> <li>7.1.NM.B.1</li> <li>7.1.NM.B.2</li> <li>7.1.NM.B.3</li> <li>7.1.NM.B.4</li> <li>7.1.NM.B.5</li> <li>7.1.NM.C.2</li> <li>7.1.NM.C.3</li> <li>7.1.NM.C.5</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <b>quizizz.com</b> - at home practice and alternative assessment</li> <li>3. <b>schoolology.com</b> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> </ol>	<p>Discovering French, Today! (Bleu) - online textbook</p> <p>Teacher made ancillary materials</p> <p>Authentic Realia</p> <p>Internet</p>

Les objectifs: 1. To greet and take leave of others appropriately. 2. To count from 0 - 29 3. To identify the French alphabet and accent marks. 4. To express what we like and don't like to do.



A.) Les salutations

Hi.  
Hello (sir, m'am, miss)  
Good evening (sir, m'am, miss)

Bonjour monsieur (M.),  
madame (Mme), mademoiselle (Mlle).  
Bonsoir monsieur, madame,  
mademoiselle

Is everything going OK?  
Yes, everything is going OK.  
How is it going?  
How are you going?  
It's going . . . / I'm going . . .  
very well

Ça va . . . / Je vais . . .  
très bien  
bien  
comme ci, comme ça  
mal  
très mal

well  
so so  
badly  
very badly  
What's your name?  
Comment t'appelles-tu?  
Comment tu t'appelles?  
Tu t'appelles comment?

Comment allez-vous?  
Comment vous appelez-vous?  
Et vous?  
Enchanté(e).

My name is . . .  
me  
And you?  
Nice to meet you.  
Bye,  
Good-bye.  
See you soon.  
See you tomorrow.  
See you later.

Je m'appelle . . .  
moi  
\*Au revoir.  
\*À bientôt.  
\*À toute l'heure.  
\*À demain.  
\*À plus tard.  
\*\* Bonne nuit.

\*\*Good night.

zéro (0) un (1) deux (2) trois (3) quatre (4)  
cinq (5) six (6) sept (7) huit (8) neuf (9)  
dix (10) onze (11) douze (12) treize (13) quatorze (14)  
quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19)  
vingt (20) vingt-et-un (21) vingt-deux (22) vingt-trois (23) vingt-quatre (24)  
vingt-cinq (25) vingt-six (26) vingt-sept (27) vingt-huit (28) vingt-neuf (29)

C.) L'alphabet français

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
à	â	ä	ä	é	ê	ë	è	é	ê	ë	ê	ë	è	é	ê	ë	è	é	ê	ë	è	é	ê	ë	è

\*\*Voici la petite chanson, qui nous aide avec la leçon.

D.) Les accents

é	e accent aigu	ê	e accent circonflexe	è	e accent grave	ë	e tréma	ç	cé cédille
---	---------------	---	----------------------	---	----------------	---	---------	---	------------

E.) Les activités

regarder la télé	to watch TV	jouer au foot américain	to play football
manger	to eat	jouer au foot	to play soccer
étudier	to study	jouer au basket	to play basketball
chanter	to sing	jouer aux jeux vidéo	to play video games
danser	to dance	écouter de la musique	to listen to music
rester à la maison	to stay home	lire	to read
faire du vélo	to bike ride	faire du shopping	to shop
faire de l'encouragement	to cheer		

(jouer au baseball, jouer au softball, jouer au hockey (sur le gazon), jouer au tennis, jouer au volley, jouer à la crose)

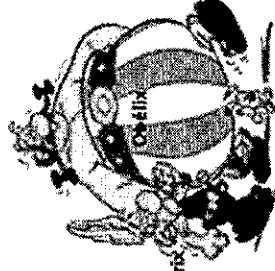
Est-ce que tu aimes . . . ?	Do you like . . . ?
Qu'est-ce que tu aimes faire?	What do you like to do?
J'aime . . .	I like . . .
J'aime beaucoup	I like a lot
J'aime un peu	I like a little
Je n'aime pas	I don't like
*Je ne sais pas.	I don't know.

Tu préfères quelle activité? Which activity do you prefer?  
 Je préfère . . . / J'aime mieux . . . I prefer . . .

**F.) La culture**

1. A kiss on the cheeks two or three times.      une bise
2. The 1<sup>st</sup> day back to school in France.      la rentrée
3. How do boys and girls greet each other in France?  
 Boys shake hands. Girls give each other kisses on the cheek. Boys and girls who are friends will also kiss on the cheek.

4. What is the French equivalent to William:  
 Jean      Pierre      \*Guillaume
5. Which boy and girl name is often combines in double names?  
 Jean      (Jean-Paul, Jean-Michel, Jean-Philippe)  
 Marie      (Marie-Christine, Marie-Claire, Marie-Laure)
6. Who is Astérix?  
 A beloved French cartoon character.
7. What is the former ancient name of France?      Gaul



Astérix

Dogmatic

## Lesson 2 (6th grade)

### *Big Idea      Requesting and providing nationalities and origins as well as expressing activity preferences*

#### Essential Questions

- How does school lunch differ in France and the US?
- What are some of the similarities between the Eiffel Tower and the Statue of Liberty?
- Where and what is Martinique?
- How do I request and provide my nationality and origin?
- How do I express what I like and don't like to do?
- How do I express what I am going and not going to do?

#### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - French / American history

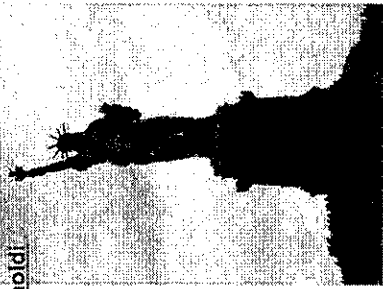
Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - Le déjeuner en France, la Tour Eiffel et la Statue de la Liberté, Martinique 2. Identifying nationalities 3. Requesting and providing nationalities and origins of others. 4. Practicing numbers 30 - 60 5. Exchanging telephone #'s 6. Identifying everyday activities and expressing preferences 7. State what I am going to and not going to do after school and on the weekend.		7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

Artist: Frédéric Auguste Bartholdi

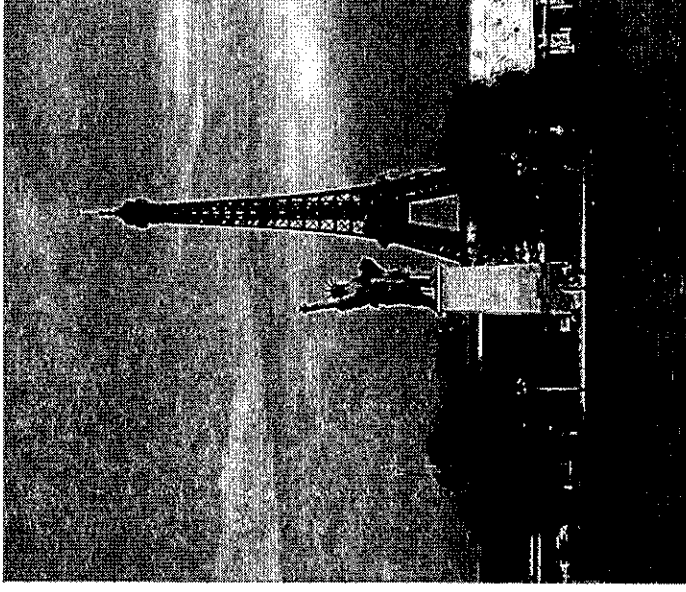
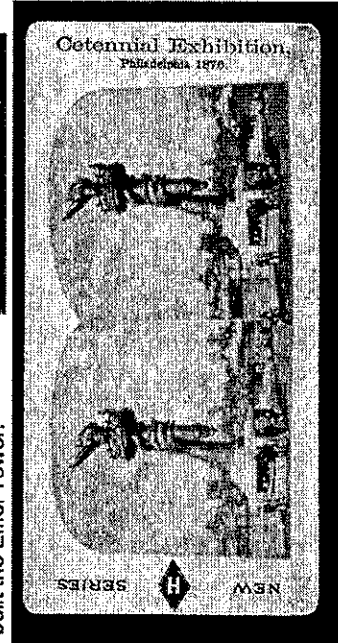
The tablet held by the Statue of Liberty in NY has the following date inscribed:

July IV MDCCLXXVI  
(July 4, 1776)

\*The interior was designed by Gustave Eiffel. The same person who designed and built the Eiffel Tower.



The tablet held by the Statue of Liberty in Paris has the following 2 dates inscribed:  
"IV JUILLET 1776" (July 4, 1776: the United States Declaration of Independence) like the New York statue, and  
"XIV JUILLET 1789" (July 14, 1789: the storming of the Bastille).



<https://youtu.be/JnOkH-ndNU>

What does La Tour Eiffel et la Statue de la Liberté have in common?

They are both of French origin.

Gustave Eiffel designed the Eiffel Tower as well as the interior of the Statue of Liberty.

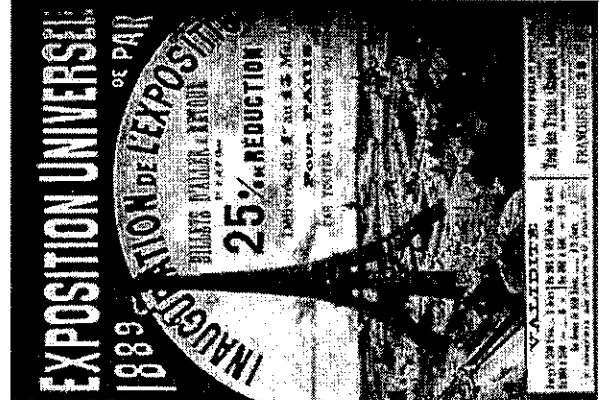
They both commemorate (celebrate) 100 years of freedom. La Statue de la Liberté – Les Américains  
La Tour Eiffel – Les Français

They were both introduced at a World's Fair.

Artist: Gustave Eiffel



The Eiffel Tower has 3 levels. You can take the stairs or elevator to the 1st and 2nd levels but you must take the glass elevator to the 3rd (top) level. There is a restaurant on the 1st and 2nd levels as well as an ice skating rink on the 1st level. It gets painted every 7 years to keep it from rusting and it uses 20,000 light bulbs to light it up. It sparkles for 10 minutes at the top of every hour. The Eiffel Tower was supposed to be temporary and torn down after the World's Fair. The French considered it an eyesore.



# Lesson 3 (6th grade)

## Big Idea

*Pointing out and identifying others as well as expressing activity preferences*

### Essential Questions

- What is the "Tour de France"?
- What is "L'Arc de Triomphe" and where is it located?
- How do I point out others?
- How do I inquire about and identify others?
- How do I express what I like and don't like to do?
- How do I express what I am going and not going to do?

### Cross Curricular Connections

English - Recognizing True and False Cognates  
 Social Studies - Napoleon / L'Arc de Triomphe

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - La Tour de France / L'Arc de Triomphe 2. Pointing out others 3. Asking about and identifying others 4. Using indefinite articles (un,une) to correctly identify others 5. Practicing numbers 60 - 70 6. Exchanging telephone #'s 7. Identifying everyday activities and expressing preferences 8. State what I am going to and not going to do after school and on the weekend.	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizzz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

**Leçon 3**

**A) How to point out or introduce someone:**

Tiens! Hey! Look! Tiens! Voilà Sophie!  
 Voici This is . . . Here come(s) . . . Voici Jean-Paul. / Voici Nathalie et François.  
 Voilà That is . . . There is . . . Voilà Isabelle. / Voilà Philippe et Dominique.

**B) How to find out who someone is:**

Qui est-ce? Who is that? / Who is it? -Qui est-ce?  
 C'est . . . That's . . . / It's . . . / He's . . . / She's . . . -C'est Paul. C'est un copain.

**C) Les personnes**



un garçon (a boy)  
 un ami (a friend)  
 un copain (a friend)

un élève (a younger student)  
 un étudiant (an older student)  
 un camarade (a classmate)



une fille (a girl)  
 une amie  
 une copine  
 une étève  
 une étudiante  
 une camarade



un monsieur (a gentleman)  
 un homme (a man)  
 un prof (a teacher)  
 un voisin (a neighbor)



une dame (a lady)  
 une femme (a woman)  
 une prof  
 une voisine

\*un professeur  
 \*une personne

\*un professeur  
 \*une personne

**un garçon, une fille**

In French, all nouns are either masculine or feminine. Nouns referring to boys or men are almost always masculine. They are introduced by un (a, an). Nouns referring to girls or women are almost always feminine. They are introduced by une (a, an).

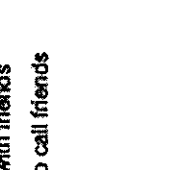
MASCULINE	FEMININE
un garçon a boy un ami a friend (male)	une fille a girl une amie a friend (female)

**D) Les nombres de 60 à 79**

60 soixante	70 soixante-dix	76 soixante-seize
61 soixante et un	71 soixante et onze	77 soixante-dix-sept
62 soixante-deux	72 soixante-douze	78 soixante-dix-huit
63 soixante-trois	73 soixante-treize	79 soixante-dix-neuf
64 soixante-quatre	74 soixante-quatorze	
65 soixante-cinq	75 soixante-quinze	

**E) Les activités**

parler français	to speak French	dormir	to sleep
parler anglais	to speak English	faire une promenade	to take a walk
parler espagnol	to speak Spanish	faire du sport	to do sports
surfer sur l'internet	to surf the internet	faire du snowboard	to snowboard
bronzer	to tan	aller au stade	to go to the stadium
goûter	to snack	aller à une boum	to go to a party
dîner au restaurant	to have dinner at a restaurant		
bavarder avec des copains	to chat with friends		
téléphoner à un copain / une copine	to call friends		



**PRONONCIATION**

**La liaison**

Pronounce the following words:

un ami un américain un anglais un artiste

In general, the 'n' of un is silent. However, in the above words, the 'n' of un is pronounced as if it were the first letter of the next word. This is called **LIAISON**.

Liaison occurs between two words when the second one begins with a **VOYELLE SONNANTE**, that is, when 'a', 'e', 'i', 'o', 'u', and sometimes 'n' and 'y'.

→ Although liaison is not marked in written French, it will be indicated in your book by the symbol ~ where appropriate.

Contrastes et répétées:

LESSON: un ami un américain  
 un frère un artiste  
 No liaison: un copain un français  
 un Canadaïte un prof

**FLASH culturel**

The **Tour de France** is the longest and most strenuous bicycle race in its world. It is divided into about 20 stages (or étapes) and lasts approximately three weeks. During the race, the participants cover about 3,000 kilometers, riding along the valleys and climbing the high mountains of France. The American cyclist Greg LeMond is a three-time winner of the Tour de France.



## Lesson 4 (6th grade)

### **Big Idea** *Requesting and providing information about others as well as expressing activity preferences*

#### Essential Questions

- What and where is the Province de Québec?
- How do I inquire as well as provide information about others?
- How do I express what I like and don't like to do?
- How do I express what I am going and not going to do?

#### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Québec

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit/Topic	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - Québec 2. Requesting and providing information about others - name, nationality and origin 3. Using definite articles (le, la) to provide information about others 4. Practicing numbers 80 - 100, 1000 5. Exchanging telephone #'s 6. Identifying everyday activities and expressing preferences 7. State what I am going to and not going to do after school and on the weekend.		7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

## Leçon 4

### A.) The definite articles "le (l') and la (l') " – The le garçon, la fille

The French equivalent of the has two basic forms: le and la.

MASCULINE		FEMININE	
	le garçon le copain		la fille la copine
	le garçon le copain		la fille la copine

Note Both le and la become l' before a vowel sound.

un copain → le copain	une copine → la copine
un ami → l'ami	une amie → l'amie

### B.) Identifying others including name, nationality and origin.

Tu connais...? Do you know...?

Tu connais le garçon là-bas (over there)?

Oui, je le connais.

Qui est-ce? Who is it/he/she?

Qui est-ce?

C'est un copain.

Qui est-ce?

C'est une amie.

Elle s'appelle comment?

Elle s'appelle Sophie.

\*Comment s'appelle la fille?

Il/Elle est de quelle nationalité? What is his/her nationality?

Il est de quelle nationalité?

Il est français.

Il/Elle est d'où? Where is he/she from?

Il est d'où?

Elle est de Montréal.

### C. Les nombres de 80 à 1000 +

80 quatre-vingts	90 quatre-vingt-dix	100 cent
81 quatre-vingt-un	91 quatre-vingt-onze	101 cent un
82 quatre-vingt-deux	92 quatre-vingt-douze	150 cent cinquante
83 quatre-vingt-trois	93 quatre-vingt-treize	199 cent quatre-vingt-dix-neuf
84 quatre-vingt-quatre	94 quatre-vingt-quatorze	200 deux cents
85 quatre-vingt-cinq	95 quatre-vingt-quinze	1000 mille
86 quatre-vingt-six	96 quatre-vingt-seize	1515 mille cinq cent quinze
87 quatre-vingt-sept	97 quatre-vingt-dix-sept	2007 deux mille sept
88 quatre-vingt-huit	98 quatre-vingt-dix-huit	
89 quatre-vingt-neuf	99 quatre-vingt-dix-neuf	

### D. Les activités

inviter des copains	to invite friends	faire de la cuisine	to cook
organiser une boum	to organize a party	faire une randonnée	to hike
patiner sur la glace	to ice skate	aller au parc	to go to the park
jouer aux échecs	to play chess	aller dans la piscine	to go in the pool
faire du surf	to surf	aller à un concert	to go to a concert
faire une promenade	to take a walk	aller à la plage	to go to the beach
faire de la gymnastique	to do gymnastics		

### PRONONCIATION

La voyelle nasale /ɛ̃/

In French, there are three nasal vowel sounds:

/ɛ̃/ cinq (S) /ɔ̃/ onze (T) /ɔ̃/ trente (B)

Practice the sound /ɛ̃/ in the following words.

→ Be sure not to pronounce an 'n' or 'm' after the nasal vowel.

Répétez: 'in' cinq quinze vingt-cinq quatre-vingt-quinze

'ain' américain Ah! ça copain

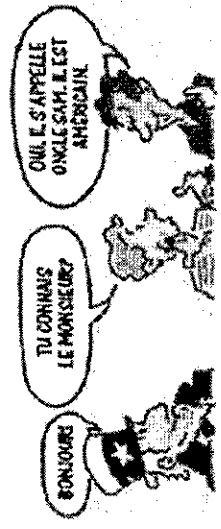
'iein' bien canadien Ué! Ué!

'un' un

Tessa: Voilà Alain. Il est américain. Et Jill? Il est canadien.

### PETIT COMMENTAIRE

Most French teachers study English in school. They are generally very much interested in the United States. They love American music, American movies, and American fashions.



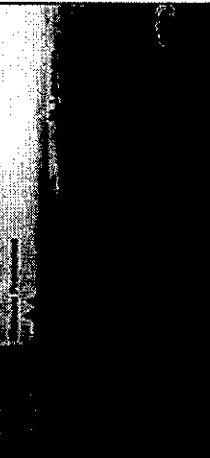
# Québec



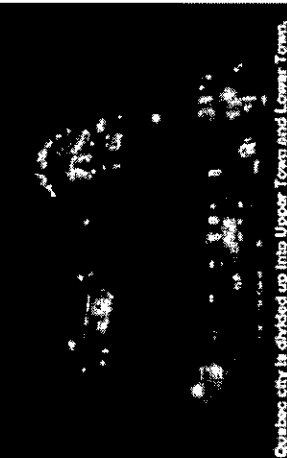
People from Québec are descendants of French settlers who came to Canada in the 17<sup>th</sup> and 18<sup>th</sup> centuries. They call themselves Québécois. Today around 6 million people speak French here, (75% of the population).

# La Ville de Québec

La Ville de Québec is the only city in the world to be both a National Historic Site and a World Heritage Site.

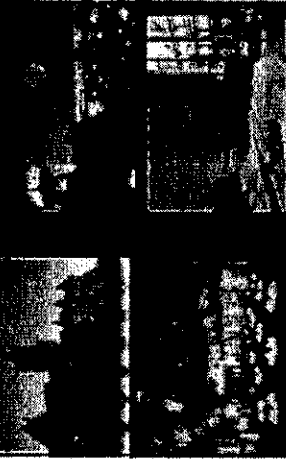


# La ville de Québec

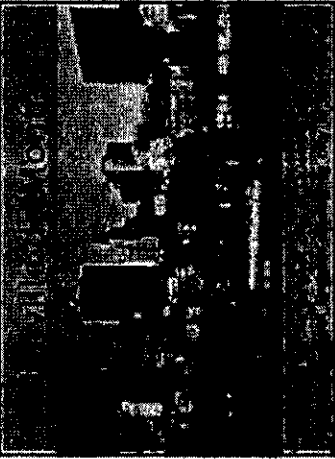
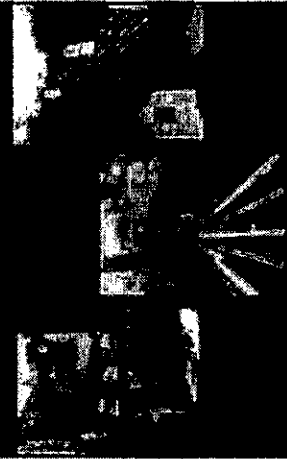


Québec city is divided up into Upper Town and Lower Town.

# Le château Frontenac



# Le Funiculaire



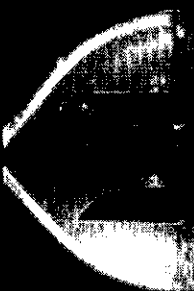
# Ice Palace

The Carnival begins either the last Friday of January or the first Friday of February and lasts 17 days.



# Hôtel de Glace

This Hotel de Glace has been built every winter since 1931. It opens its doors in the beginning of January and closes every year on April 1<sup>st</sup>. It takes 6 months, 200 tons of ice, and 12,500 tons of snow to create the ice hotel. The walls are 10 cm thick, with chandeliers and original artwork and furniture carried from the United States.



# Carnaval de Québec

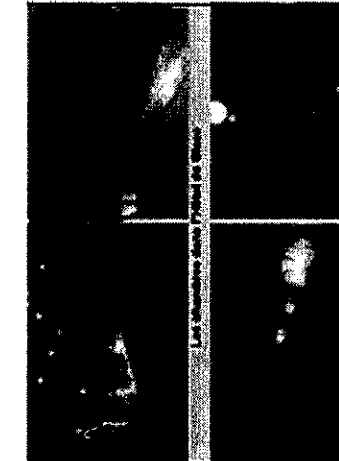
The Carnaval has been celebrated for over 100 years informally, and over 20 years as the organized event it is today.



# Bonhomme



# Snow Sculpting



## Lesson 5 (6th grade)

**Big Idea**      *Identifying and providing information about family members, requesting and providing ages of others as well as identifying body parts*

**Essential Questions**

- What are the French attitudes towards family and pets?
- How do I identify family members?
- How do I provide information about family members - name, age, birthday and activity preferences?
- What are the body parts in French?

**Cross Curricular Connections**

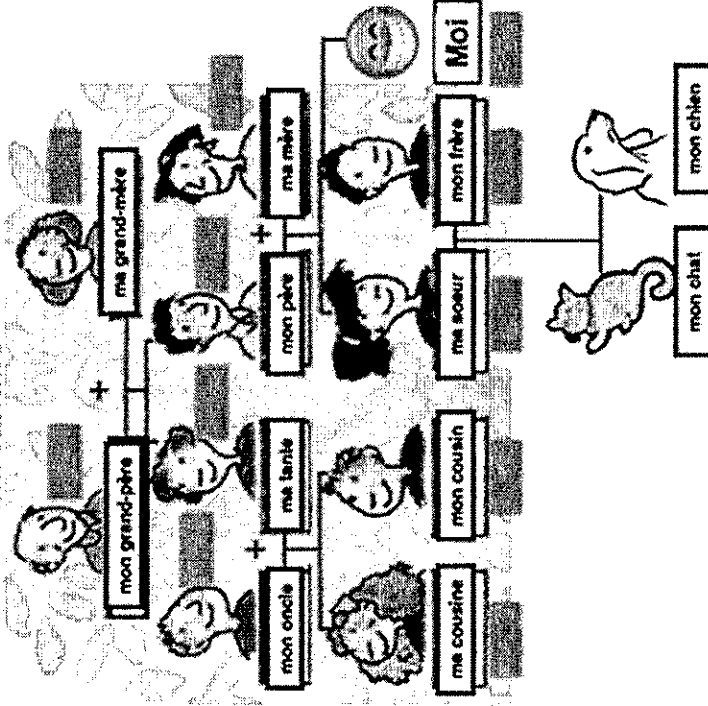
English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - family and pets 2. Identifying family members 3. Providing information about family members - name, age, birthday and activity preferences 4. Requesting and providing ages 5. Identifying body parts.	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Celebrity family tree or Family album / labeling the body parts of a celebrity or cartoon character	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

## Leçon 5

Les objectifs: 1. Identifying and providing information about family members 2. Requesting and providing ages of others 3. Identifying body parts

### A) Ma famille



un animal de compagnie  
 un cheval - a horse  
 un poisson rouge - a goldfish  
 un grenouille - a frog  
 un oiseau - a bird  
 une tortue - a turtle  
 un lapin - a rabbit

mon(m.) - my  
 ma(f.) - my  
 ton (m.) - your  
 ta (f.) - your  
 \*mon/ton amie

Les frères et les sœurs  
 -Tu as des frères ou des sœurs ?  
 -Oui, j'ai un frère (deux frères, trois frères, etc.)  
 -Oui, j'ai une sœur (deux sœurs, trois sœurs, etc.)  
 -Non, je suis enfant unique.

### B) Tu as quel âge?

How to find out how old a friend is:

Quel âge as-tu? How old are you?  
 J'ai ... ans. I'm ... years old. —J'ai quinze ans.

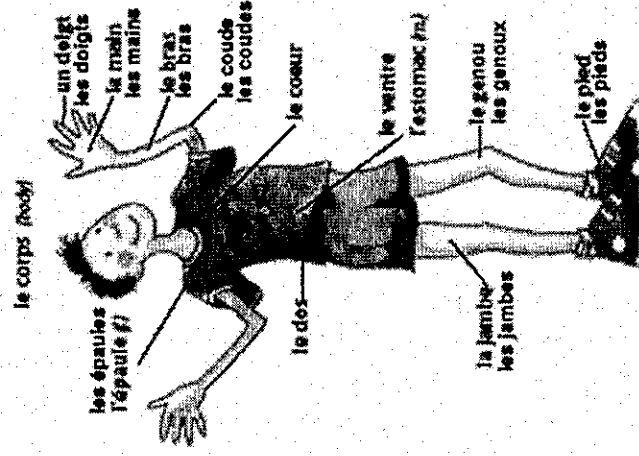
How to ask about how old others are:

—Quel âge a ton père? How old is your father?  
 —Il a quarante-deux ans. He is 42 years old.  
 —Quel âge a ta mère? How old is your mother?  
 —Elle a trente-neuf ans. She is 39 years old.

→ Although years old may be left out in English, the word ans must be used in French when talking about someone's age.  
 Il a vingt ans. He's twenty. (He's twenty years old.)



### C) Les parties du corps



## Lesson 6 (6th grade)

### *Big Idea      Ordering and paying the bill at a French cafe, identifying body parts as well as converting the 24-hour clock*

#### Essential Questions

- What role does the café play in French culture?
- What can I order in a French café?
- How do I ask for prices and pay the bill?
- Which currency do I use to pay the bill?
- How do I convert the 24-hour clock (official time) to the 12-hour clock (conversational time)?

#### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Math: Understanding the 24-hour clock

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Culture - the French café</li> <li>2. Identifying food and beverage items in a French café</li> <li>3. Expressing what you would like to have and giving your order to a server</li> <li>4. Requesting and providing prices</li> <li>5. Identifying everyday activities and expressing preferences</li> <li>6. Requesting a total or asking to pay the bill.</li> <li>7. Converting the 24-hour clock (official time) to the 12-hour clock (conversational time)</li> </ol>	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5	<ol style="list-style-type: none"> <li>1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <b>quizizz.com</b> - at home practice and alternative assessment</li> <li>3. <b>schoology.com</b> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> <li>9. Projects - Café skits</li> </ol>	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

A.












**Pour communiquer**

**How to say that you are hungry:**  
 J'ai faim. I'm hungry.  
 Tu as faim? Are you hungry?

**How to offer a friend something:**  
 Tu veux...? Do you want...?  
 Qu'est-ce que tu veux? What do you want?  
 Un sandwich ou une pizza?

**How to ask a friend for something:**  
 Je voudrais... I would like...  
 Donne-moi... Give me...  
 S'il te plaît... Please...

**Les nourritures (foods)**

	un croissant		un sandwich		un steak		un steak-frites		un hamburger		un hot dog
	une salade		une pizza		une omelette		une crêpe		une glace		

**Les jeunes et la nourriture**  
 In general, French teenagers eat their main meals at home with their families. On weekends or after school, however, when they are with friends, they often stop at a fast-food restaurant or a café for something to eat.  
 At fast-food restaurants, French teenagers order pretty much the same types of foods as Americans: hamburgers, hot dogs, and pizza.  
 At a café, teenagers may order a croissant, a sandwich, or a dish of ice cream. Some favorite sandwiches are ham (un sandwich au jambon), Swiss cheese (un sandwich au fromage), or salami (un sandwich au saucisson). And, of course, they are made with French bread, which has a crunchy crust. Another traditional quick café meal is a small steak with French fries (un steak-frites).

**un sandwich, une pizza**

You may have noted that the names of some foods are masculine and others are feminine. In French, **ALL NOUNS** whether they designate people or things, are either **MASCULINE** or **FEMININE**.

<b>MASCULINE NOUNS</b>	<b>FEMININE NOUNS</b>
un sandwich	une pizza
un croissant	une salade
le sandwich	la pizza
le croissant	la salade

B.

**Pour communiquer**









**How to say that you are thirsty:**  
 J'ai soif. I'm thirsty.  
 Tu as soif? Are you thirsty?

**How to order in a café:**  
 Vous désirez? May I help you?  
 Je voudrais... I would like...  
 —Vous désirez? —Je voudrais un jus d'orange.  
 —S'il vous plaît, donnez-moi... Please, give me...

**How to request something...**  
 from a friend: S'il vous plaît, donnez-moi...  
 from an adult: S'il vous plaît, donnez-moi... Please, give me...

→ Note that French people have two ways of saying please. They use **S'il te plaît** with friends, and **S'il vous plaît** with adults. As we will see later, young people address their friends as tu and adults that they do not know very well as vous.

**Les boissons (beverages)**

	un soda		un jus d'orange		un jus de pomme		un jus de tomate		une limonade		un café		un thé		un chocolat
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**NOTE Culturelle**

**Le café**  
 The café is a favorite gathering place for French young people. They go there not only when they are hungry or thirsty but also to meet their friends. They can sit at a table and talk for hours over a cup of coffee or a glass of juice. French young people also enjoy mineral water and soft drinks. In a French café, a 15% service charge is included in the check. However, most people also leave some small change as an added tip.



**Pour communiquer**

C'est combien?



► **How to ask how much something costs:**

- C'est combien? *How much is it?*
- Ça fait combien? *How much does that come to (make)?*
- Ça fait ... *That's ... That comes to ...*
- Combien coûte ...? *How much does ... cost?*
- Il/Elle coûte ... *It costs ...*
- C'est combien?
- Ça fait combien?
- Ça fait 10 euros.
- Combien coûte le sandwich?
- Il coûte 5 euros.

► **How to ask a friend to lend you something:**

Prête-moi ... *Lend me ... loan me ...*      Prête-moi 30 euros, s'il te plaît.

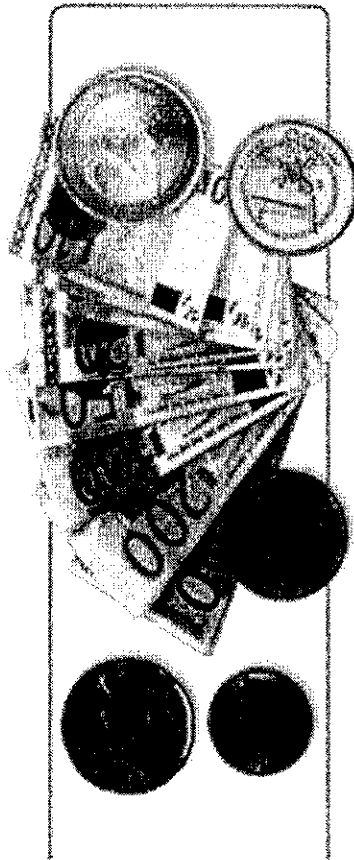
→ Note that masculine nouns can be replaced by *il* and feminine nouns can be replaced by *elle*.

Voici une glace.      Elle coûte 2 euros.      *It costs 2 euros.*  
 Voici un sandwich.      Il coûte 5 euros.      *It costs 5 euros.*

**L'argent européen (European money)**

Since 2002, twelve European countries have been using a new currency: the euro (€). These countries include France, as well as Germany, Ireland, Austria, Italy, Spain, Portugal, Greece, Finland, Belgium, Luxembourg, and the Netherlands. The euro has the same value in all of these countries. It is also very convenient since you do not need to change money when you travel from one country to another.

The euro is divided into 100 cents or centimes. The euro currency consists of 7 different bills and 8 different coins. The euro bills are of different colors and different sizes. The largest is worth 500 euros and the smallest 5 euros.



**STRATEGY Speaking**

Linking words When counting in euros, be sure to use the proper liaisons and elisions.

- un euro      trois euros      cinq euros      sept euros      neuf euros
- deux euros      quatre euros      six euros      huit euros      dix euros

# SCOPE AND SEQUENCE – 7<sup>th</sup> Grade

7<sup>th</sup> Grade – Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Review class procedures and expectations

2 Days\*

## Lesson #1

Expressing activity preferences  
Extending, accepting and declining invitations

15 Days (Approx. 3 weeks)

## Lesson #2

Identifying everyday places  
Subject Pronouns  
Finding out where people are or aren't using the verb, "être"  
Asking and answering yes/no questions

15 Days (Approx. 3 weeks)

## Lesson #3

Expressing what one is doing or not doing using -er verbs  
Expressing how well one does something  
Expressing how often one does something  
Using 2 verbs correctly in a sentence.

15 Days (Approx. 3 weeks)

## Lesson #4

Asking and answering questions using interrogative expressions  
Using the verb "faire" to describe what people are doing or not doing  
Using "faire expressions" in everyday conversations

15 Days (Approx. 3 weeks)

### Lesson #5

Comparing schools, class schedules and report cards in the US and France  
Stating in which school and grade one is in  
Identifying classes (courses) in French  
Describing one's classes and teachers  
Expressing which classes one likes and doesn't like as well as why  
Comparing classes  
Reading a class schedule and report card from France  
Identifying school objects  
Stating what one has and doesn't have using the verb "avoir"

**15 Days (Approx. 3 weeks)**

### Lesson #6

Identify others  
Describing what one looks like  
Describing one's personality  
Making comparisons between others  
Providing one's nationality and origin  
Using adjectives correctly in terms of gender and number  
Placing adjectives correctly in a sentence  
Using "Il est/ Elle est" vs. "C'est" in a sentence

**15 Days (Approx. 3 weeks)**

### Lesson #7

Identify everyday objects  
Describing objects - including color, size and condition  
Stating if an object works well or not  
Using demonstrative adjectives  
Describing what is in my room  
Expressing what there is or isn't using "il y a"  
Giving the location of objects

**15 Days (Approx. 3 weeks)**

# Lesson 1 (7th grade)

## Big Idea

**Expressing activity preferences as well as extending, accepting and declining invitations**

### Essential Questions

- What are some popular activities among young French people?
- How do I express likes and dislikes?
- How do I express wishes?
- How do I extend, accept and decline gracefully invitations?
- What is phone etiquette in France?




















### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level/Curriculum Title and Unit/Topic (Standard(s) & Indicator(s))	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>Culture - the telephone</li> <li>Identifying everyday activities</li> <li>Expressing likes and dislikes</li> <li>Expressing wishes</li> <li>Extending, accepting and declining invitations</li> <li>Using proper phone etiquette</li> </ol>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5</p>	<ol style="list-style-type: none"> <li><b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li><b>quizzz.com</b> - at home practice and alternative assessment</li> <li><b>schoology.com</b> - online quizzes, tests and worksheets</li> <li>Oral/Speaking Tasks</li> <li>Listening Comprehension</li> <li><b>Échanges</b> - interview classmates and record responses</li> <li>Teacher observation</li> <li>Pen pal letters</li> <li>Projects - Telephone skits</li> </ol>	<p>Discovering French, Today! (Bleu) - online textbook</p> <p>Teacher made ancillary materials</p> <p>Authentic Realia</p> <p>Internet</p>

**Les objectifs:** 1. To express likes, preferences, dislikes, and wishes. 2. To extend, accept and decline an invitation. 3. To speak on the phone.

**A.) Les activités** Comment dit-on en français ?

1. to phone, to call 
2. to talk, to speak French 
3. to talk, to speak English 
4. to talk, to speak Spanish 
5. to eat 
6. to sing 
7. to dance 
8. to play soccer 
9. to play football 
10. to play tennis 
11. to play volleyball 
12. to play basketball 
13. to play video games 
14. to watch TV 
15. to listen to music 
16. to have dinner at the restaurant 
17. to travel 
18. to work 
19. to study 

**B.) Préférences** Comment dit-on en français ?

What do you like to do?

I like.

I don't like.

Which activity do you prefer?

I prefer.

Do you like . . . ?

Yes, I like . . .

No, I don't like . . .

What do you want to do?

I want.

I don't want.

I would like.

What do you have to do?

I have to . . .

Qu'est-ce que tu veux faire?

Je veux

Je ne veux pas

Je voudrais

Qu'est-ce que tu dois faire?

Je dois . . .

**C.) Les invitations** Comment dit-on en français?

Do you want to . . . ?

Can you . . . ?

\*Would you like to . . . ?  
with me

with you

Yes, of course...

Yes, thanks...

Yes, okay...

I would love to.

I would love to have dinner with you.

I am sorry, but . . .

I can't.

I have to, I must...

I have to work.

Est-ce que tu veux . . . ?

Est-ce que tu peux . . . ?

Est-ce que tu voudrais . . . ?  
avec moi

avec toi

Oui, bien sûr . . .

Oui, merci . . .

Oui, d'accord . . .

Je veux bien.

Je veux bien dîner avec toi.

Je regrette, mais . . .

Je ne peux pas.

Je dois . . .

Je dois travailler.

**D.) La culture** (Does not need to be complete sentences.)

1. Comment dit-on "cell phone" en français? un portable
2. Who was the 1st to use cell phones, the French or the Americans? The French
3. When is it illegal to use a cell phone in France? While driving
4. Where are students not allowed to bring their phones? To class
5. Where is it considered impolite to use your cell phones in France? In theaters and restaurants
6. How would you introduce yourself when phoning a friend? Allô . . . Ici (name). Salut! Ça va?
7. What would you say if your friend is not home and a parent answers?  
Allô. . . Ici (name). Bonjour monsieur (madame). Est-ce que je pourrais parler à (name)?
8. What would you say if you would like to leave a message?  
Est-ce que je peux laisser un message?

Qu'est-ce que tu aimes faire?

J'aime

Je n'aime pas

Tu préfères quelle activité?

Je préfère

Est-ce que tu aimes . . . ?

Oui, j'aime . . .

Non, je n'aime pas . . .

## Lesson 2 (7th grade)

### Big Idea

**Identifying people and everyday places and finding out where people are**

#### Essential Questions

What are some everyday places in French?

How do I express where people are or aren't?

How do I answer yes/no questions?

How do I use prepositions to augment my communicative skills in French?

#### Cross Curricular Connections





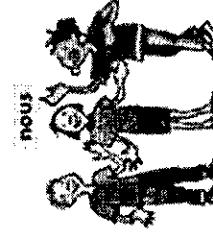
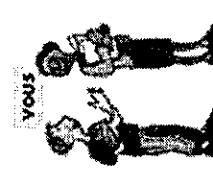
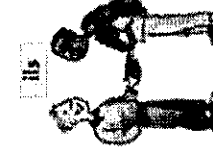

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Identifying everyday places</li> <li>2. Identifying people using subject pronouns</li> <li>3. Using the verb "être" to give location</li> <li>4. Stating where people are or aren't</li> <li>5. Answering yes/no questions</li> <li>6. Using common prepositions</li> </ol>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5</p>	<ol style="list-style-type: none"> <li>1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <b>quizizz.com</b> - at home practice and alternative assessment</li> <li>3. <b>schoolology.com</b> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> </ol>	<p>Discovering French, Today! (Bleu) - online textbook</p> <p>Teacher made ancillary materials</p> <p>Authentic Realia</p> <p>Internet</p>

**Lesson #2**

**Les objectifs:** To identify people and where they are. To identify everyday places. To ask and answer yes/no questions.


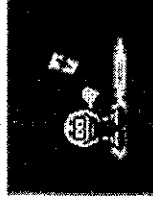
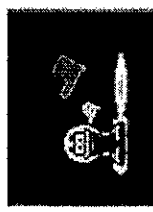

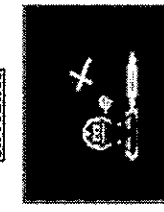
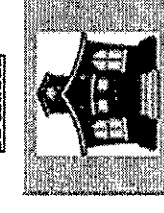
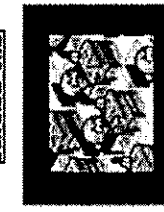



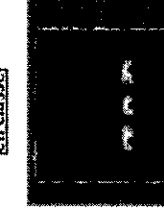
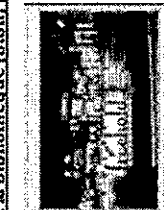




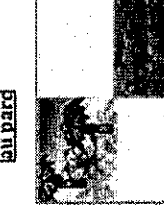


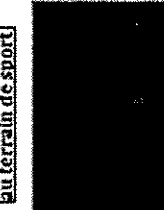




**A.) Les pronoms sujets (Subject Pronouns)**

 <b>Je (I)</b>	 <b>Tu</b>	 <b>Il</b>	 <b>Elle</b>
<b>I</b>	<b>You - familiar / singular</b>	<b>He</b>	<b>She</b>
 <b>Nous</b>	 <b>Vous</b>	 <b>Ils</b>	 <b>elles</b>
<b>We</b>	<b>You - polite / plural</b>	<b>They (m.) - boys / boys and girls</b>	<b>They (f.) - girls</b>

**B.) Le verbe être** Complétez le verbe.

<b>Singular</b>	être	to be
<b>Forms</b>	Je suis	I am
	Tu es	You are (fam. / sing.)
	Il est	He is
	Elle est	She is
<b>Plural</b>	Nous sommes	We are
<b>Forms</b>	Vous êtes	You are (pol. / pl.)
	Ils sont	They are (m.) - boys / boys and girls
	Elles sont	They are (f.) - girls

**C.) Où es-tu ? (Where are you ?) - Je suis ...**

 <b>en France</b>	 <b>au Canada</b>	 <b>aux États-Unis</b>	 <b>à Paris</b>
 <b>à Québec</b>	 <b>à l'école</b>	 <b>en classe</b>	 <b>à la bibliothèque (bibli)</b>
 <b>à la maison</b>	 <b>au cinéma</b>	 <b>au théâtre</b>	 <b>au centre commercial</b>
 <b>au parc</b>	 <b>au parc d'attractions</b>	 <b>au stade</b>	 <b>au terrain de sport</b>
 <b>en vacances</b>	 <b>à la piscine</b>	 <b>à la plage à la mer</b>	 <b>en ville</b>
 <b>à la campagne</b>	 <b>au restaurant</b>	 <b>à la montagne</b>	 <b>au stade</b>

## Lesson 2 continued

here ici      there là      over there là-bas

### D.) La négation du verbe être Complétez le verbe.

	être	<u>to be (negative)</u>
<b>Singular</b>	Je ne suis pas	I am not
<b>Forms</b>	Tu n'es pas	You are not (fam. / sing.)
	Il n'est pas	He is not
	Elle n'est pas	She is not
<b>Plural</b>	Nous ne sommes pas	We are not
<b>Forms</b>	Vous n'êtes pas	You are not (pol. / pl.)
	Ils ne sont pas	They are not (m.) – boys / boys and girls
	Elles ne sont pas	They are not (f.) – girls

### E.) Les expressions pour la conversation Comment dit-on en français ?

#### How to answer a yes/no question.

Yes!	Ouï!	Maybe ...	Peut-être ...	No!	Non!
Sure!	Mais oui!			Of course not!	Mais non!
Of course!	Bien sûr!				

#### How to agree or not agree.

to agree	être d'accord
Do you agree with me?	Est-ce que tu es d'accord (avec moi)?
Yes, I agree (with you).	Ouï, je suis d'accord (avec toi).
No, I don't agree (with you).	Non, je ne suis pas d'accord (avec toi).

#### Mots Utiles (Useful words)

at; in	à	from; of	de	and	et	or	ou
with	avec	for	pour	but	mais		

## Lesson 3 (7th grade)

### Big Idea

*Describing what people are doing as well as how well and how often they do them*

#### Essential Questions

- How do I express what one is doing or not doing?
- How do I express how well one does something?
- How do I express how often one does something?
- How do I use two verbs in a sentence?

#### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Culture - parties</li> <li>2. Expressing what one is doing or not doing</li> <li>3. Expressing how well one does something</li> <li>4. Expressing how often one does something</li> <li>5. Using 2 verbs correctly in a sentence.</li> </ol>	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	<ol style="list-style-type: none"> <li>1. <a href="http://quizlet.com">quizlet.com</a> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <a href="http://quizzz.com">quizzz.com</a> - at home practice and alternative assessment</li> <li>3. <a href="http://schoolology.com">schoolology.com</a> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> <li>9. Projects - Telephone skits</li> </ol>	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

Leçon 3

A. Les verbes -er

The basic form of a verb is called the infinitive. Many French infinitives end in -er. Most of these verbs are conjugated like parler (to speak) and habiter (to live).

INFINITIVE	PARLER	HABITER	ENDINGS
STEM	part-	habit-	
PRESENT TENSE (SINGULAR)	Je parle français. Tu parles anglais. Il/Elle parle espagnol.	J'habite à Paris. Tu habites à Boston. Il/Elle habite à Madrid.	-e -es -e
PRESENT TENSE (PLURAL)	Nous parlons français. Vous parlez anglais. Ils/Elles parlent espagnol.	Nous habitons à Québec. Vous habitez à Chicago. Ils/Elles habitent à Caracas.	-ons -ez -ent

The present tense forms of -er verbs consist of two parts:

STEM + ENDING

The stem does not change. It is the infinitive minus -er:

parler part- habiter habit-

The endings change with the subject:

je → -e tu → -es il/elle → -e

→ Je becomes J' before a vowel sound.

je parle j'habite

→ In the present tense, the plural endings of -er verbs are:  
nous → -ons vous → -ez ils / elles → -ent

\*\*\*All endings are silent except nous (-ons) and vous (-ez).  
→ Note the liaison when the verb begins with a vowel sound.

Nous invitons. Vous invitez Thomas. Ils habitent en France. Elles aiment Paris.

Observation When the infinitive of the verb ends in -ger, the nous form ends in -geons.

manger: nous mangeons voyager: nous voyageons

LEARNING ABOUT LANGUAGE  
Verbs conjugated like parler and habiter follow a predictable pattern. They are called REGULAR VERBS.

► New verbs:

aimer	to like	Tu aimes Paris?	envoyer des textos - to send texts
habiter (à)	to live (in + city)	Philippe habite à Toulouse?	Nous envoyons
inviter	to invite	J'invite un copain.	Vous envoyez
organiser	to organize	Sophie organise une boum/une soirée/une fête (party).	Ils envoient
visiter	to visit (places)	Céline visite Québec.	Elles envoient

The Je form of irregular verbs.

Je lis (lire) - I read / I am reading

Je fais (faire) - I do / I am doing

Je dors (dormir) - I sleep / I am sleeping

Je vais (aller) - I go / I am going

J'écris (écrire) - I write / I am writing

Compare the affirmative and negative forms of parler.

AFFIRMATIVE	NEGATIVE
je parle	je ne parle pas
tu parles	tu ne parles pas
il/elle parle	il/elle ne parle pas
nous parlons	nous ne parlons pas
vous parlez	vous ne parlez pas
ils/elles parlent	ils/elles ne parlent pas

🔁 RAPPEL

The negative form of the verb follows the pattern:

SUBJECT + **NE** + VERB + **PAS**  
**NI** (+ VOWEL SOUND)      Il ne travaille pas ici.  
 Je n'invite pas Pierre.

LANGUAGE COMPARISONS

English has several verb forms for expressing actions in the present. In French there is only one form. Compare:

Je joue au tennis. { I play tennis.  
 I do play tennis.  
 I am playing tennis.  
 Je ne joue pas au tennis. { I do not play tennis (I don't play tennis).  
 I am not playing tennis (I'm not playing tennis).

B. Les adverbes

Comment - How well?

bien well mal badly, poorly  
 assez bien rather well assez mal rather badly, poorly  
 très bien very well très mal very badly, poorly

Combien de fois - How often?

beaucoup a lot, much un peu a little, a little bit  
 souvent often rarement rarely  
 toujours always jamais / ne ... jamais never  
 quelquefois / parfois sometimes

D'autres adverbes aussi maintenant now

\*In French, the adverb comes immediately after the conjugated verb.

**VOCABULAIRE** Expressions pour la conversation

**How to express approval or regret:**

Super!	Tant mieux!	Tu parles français? Super!
Dommage!	Tout mal!	Tu ne joues pas au tennis? Dommage!

**C. La construction: verbe + infinitif**

Note the use of the infinitive in the following French sentences.

Faime parler français. *I like to speak French. I like speaking French.*  
 ils n'aime pas danser. *They don't like to dance. They don't like dancing.*

To express what they like and don't like to do, the French use these constructions:

SUBJECT + PRESENT TENSE + INFINITIVE ... of aimer	SUBJECT + n' + PRESENT TENSE + pas + INFINITIVE ... of aimer
Nous aimons voyager.	Nous n'aimons pas voyager.

Note that in this construction, the verb *aimer* may be affirmative or negative:

AFFIRMATIVE: Jacques aime voyager. NEGATIVE: Philippe n'aime pas voyager.

→ The infinitive is also used after the following expressions:

Je préfère ...	<i>I prefer ...</i>	Je préfère travailler.
Je voudrais ...	<i>I would like ...</i>	Je voudrais voyager.
Je (ne) veux (pas) ...	<i>I (don't) want ...</i>	Je veux jouer au foot.
Est-ce que tu veux ...	<i>Do you want ...</i>	Est-ce que tu veux danser?
Je (ne) peux (pas) ...	<i>I can (I can't) ...</i>	Je ne peux pas dîner avec toi.
Je dois ...	<i>I have to ...</i>	Je dois étudier.

## Lesson 4 (7th grade)

### Big Idea

*Asking and providing information as well as describing what people are doing*

#### Essential Questions

- How do I ask and answer questions using interrogative expressions?
- How do I use the verb "faire" to describe what people are doing and not doing?
- How can I use "faire expressions" in everyday conversations?

#### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - parties 2. Asking and answering questions using interrogative expressions 3. Using the verb "faire" to describe what people are doing or not doing 4. Using "faire expressions" in everyday conversations	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Telephone skits	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

**Leçon 4**

**A.) Les expressions interrogatives (Question Words)**

- comment – how (well)
- combien de fois – how often
- où – where
- quand – when
- à quelle heure – at what time
- qu'est-ce que / quoi – what
- quel (quelle) – which
- pourquoi / parce que – why / because
- qui – who (whom)
- avec qui – with whom
- à qui – to whom
- de qui – of whom (about whom)
- pour qui – for whom

**B.) VOCABULAIRE Expressions pour la conversation**

*How to express surprise or mild doubt*

- Ah bon?
- Oh! hein?
- Stéphanie organise une soirée.
- Ah bon? Quand?

**C.) Le verbe "faire"**

Faire (to do, make) is an IRREGULAR verb. It is used in many French expressions. Note the forms of faire in the present tense.

	faire (to do, make)	
je	fais	Je fais un sandwich.
tu	fais	Qu'est-ce que tu fais maintenant?
il/elle	fait	Qu'est-ce que ton copain fait samedi?
nous	faisons	Nous faisons une pizza.
vous	faites	Qu'est-ce que vous faites ici?
ils/elles	font	Qu'est-ce qu'elles font pour la boum?

**VOCABULAIRE Expressions avec faire**

- faire un match to play a game (match) Mes cousins font un match de tennis.
- faire une promenade to go for a walk Caroline fait une promenade avec Olivier.
- faire un voyage to take a trip Ma copine fait un voyage en France.
- faire attention to pay attention Je fais attention quand le prof parle.

**D.) Questions avec Inversion**

**LEARNING ABOUT LANGUAGE**

In conversational French, questions are usually formed with *est-ce que*. However, when the subject of the sentence is a pronoun, French speakers often use inversion, that is, they invert or reverse the order of the subject pronoun and the verb.

REGULAR ORDER: Vous parlez français.	QUESTION: Parlez-vous anglais?
SUBJECT PRONOUN	VERB SUBJECT

The pairs of questions below ask the same thing. Compare the position of the subject pronouns.

- Est-ce que tu parles anglais? / Parles-tu anglais? Do you speak English?
- Est-ce que vous habitez ici? / Habitez-vous ici? Do you live here?
- Où est-ce que nous dînons? / Où dînons-nous? Where are we having dinner?
- Où est-ce qu'il est? / Où est-il? Where is he?

Inverted questions are formed according to the patterns:

YES/NO QUESTION	VERB / SUBJECT PRONOUN	...?
INFORMATION QUESTION	INTERROGATIVE EXPRESSION + VERB / SUBJECT PRONOUN	...?
	Voyagez-vous	souvent?
	Avec qui	travaillez-vous
		demain?

→ In inversion, the verb and the subject pronoun are connected by a hyphen. Observation In inversion, liaison is required before il/elle and ils/elles. If a verb in the singular ends on a vowel, the letter "t" is inserted after the verb so that liaison can occur: Où travaille-t-il? Où travaille-t-elle? Avec qui dînez-vous? Avec qui dînez-vous?

# Lesson 5 (7th grade)

## Big Idea

## Describing school life

### Essential Questions

- How do I state in which school and grade I am in?
- How do I identify classes (courses) in French?
- How do I describe my classes and teachers?
- How do I express which classes I like and don't like and why?
- How do I compare one class to another?
- How do I read a class schedule and report card from France?
- How do I identify school objects?
- How do I state what one has and doesn't have using the verb "avoir"?

### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit/Topic	Learning Experiences (Interim/Assessments)	Resources
1. Culture - comparing schools, class schedules and report cards in the US and France 2. Stating in which school and grade I am in 3. Identifying classes (courses) in French 4. Describing my classes and teachers 5. Expressing which classes I like and don't like and why 6. Comparing one class to another 7. Reading a class schedule and report card from France 8. Identifying school objects 9. Stating what one has and doesn't have using the verb "avoir"	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizzz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project - Creating class schedules in French	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

## Leçon 5 - L'école

### A. Les classes

École	Classe	Âge des élèves	Équivalent américain
Le collège	sixième (6 <sup>e</sup> )	11-12 ans	sixth grade
	cinquième (5 <sup>e</sup> )	12-13 ans	seventh grade
	quatrième (4 <sup>e</sup> )	13-14 ans	eighth grade
	troisième (3 <sup>e</sup> )	14-15 ans	ninth grade
Le lycée	seconde (2 <sup>e</sup> )	15-16 ans	tenth grade
	première (1 <sup>re</sup> )	16-17 ans	eleventh grade
	terminale	17-18 ans	twelfth grade

### B. Les cours de (d') ...

anglais	English (Language Arts)	arts plastiques	Art
français	French	informatique	Computers
histoire	History (Social Studies)	musique	Music
maths	Math	technologie	Technology
sciences	Science	sport (E.P.S.)	Gym (Physical Education)

### C. Comparing classes

plus... que *more... than* Le cours d'histoire est plus amusant que le cours d'anglais.  
 moins... que *less... than* Le cours de sciences est moins difficile que le cours de maths.  
 aussi... que *as... as* Le cours de technologie est aussi intéressant que le cours d'informatique.  
 \*Note:  
 meilleur(e) que *better than* Le cours de français est meilleur que le cours d'espagnol.

### D. L'emploi du temps (5ème)

Matin	Midi	Après-midi	Soirée
Mathématiques	Langue Française	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts
Anglais	Mathématiques	Sciences	Arts

\*UNSS - extra training in a specific sport or activity \*\* Science Vie et Terre - Biology/Earth Science

### E. Le bulletin de notes (4ème)

	Lang	Classe	Mini	Maxi
Français	13	14,2	5,1	18,4
Mathématiques	9	14,9	6,7	17,6
Anglais LV1	22	7,2	3,9	16,7
Histoire & Géographie	21	11,9	5,4	18,5
Education Civique	18	13	6	20
S.V.T.	13	13	7,4	18,1
Physique & Chimie	8	15,7	7	18,3
Espagnol LV2	11	17,1	10,8	19,3
Latin	18	13,1	3,3	18
E.P.S.	2	17	7,5	17,5
Natation	3	16,5	14	16,8
Technologie	10	16,5	15,4	20
Education Musicale	18	13,8	8,8	19,8
Arts Plastiques	10	15,3	14,5	17,5
Vie Scolaire	1	20	19,8	20

\* Education Civique - Study of French Government  
 \*\* S.V.T. (Science Vie et Terre) - Biology/Earth Science  
 \*\*\* E.P.S. (Education Physique et Sport)  
 \*\*\*\* Natation - Swimming  
 \*\*\*\*\* Vie Scolaire - Extra support

### F. Les objets de classe

un crayon   un stylo   un livre   un sac à dos   un ordinateur (portable)  
 une chaise   une table   une carte   une fenêtre




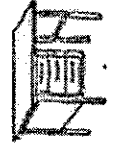











# Lesson 5 continued

## H. Vacances scolaires 2016-2017

Zone A	Zone B	Zone C
<b>Fin des vacances scolaires 2016-2017</b> Vacances d'été du 15 août 2016 au 3 septembre 2016 Vacances d'automne du 15 novembre 2016 au 15 décembre 2016 Vacances de Noël du 23 décembre 2016 au 7 janvier 2017	<b>Fin des vacances scolaires 2016-2017</b> Vacances d'été du 15 août 2016 au 3 septembre 2016 Vacances d'automne du 15 novembre 2016 au 15 décembre 2016 Vacances de Noël du 23 décembre 2016 au 7 janvier 2017	<b>Fin des vacances scolaires 2016-2017</b> Vacances d'été du 15 août 2016 au 3 septembre 2016 Vacances d'automne du 15 novembre 2016 au 15 décembre 2016 Vacances de Noël du 23 décembre 2016 au 7 janvier 2017
<b>Point de l'Annuaire 2017</b> Fin des cours : mercredi 24 mai 2017 Jour de reprise : lundi 29 mai 2017	<b>Point de l'Annuaire 2017</b> Fin des cours : mercredi 24 mai 2017 Jour de reprise : lundi 29 mai 2017	<b>Point de l'Annuaire 2017</b> Fin des cours : samedi 8 juillet 2017

Zone A prochains vacances	Zone B prochains vacances	Zone C fin des vacances
10 20 33 21	03 20 33 21	12 20 33 21

FRANCE	FRANÇES	ROYAUME-UNI	ALLEMAGNE
165 jours par an	180 jours par an	190 jours par an	200 jours par an

				
une pendule	une porte	une chaise	un bureau	un taille-crayon
				
un classeur	un cahier	un pupitre	une imprimante	une calculatrice
				
une feuille de papier (du papier)	un dictionnaire	une corbeille (la poubelle)	un écran	une trousse

## G. Le verbe "avoir"

avoir	to have
j'ai	I have
tu as	you have
il/elle a	he/she has
nous avons	we have
vous avez	you have
ils/elles ont	they have

\*\*When using avoir in the negative, un, une and des become de or d' in front of a vowel or vowel sound.

J'ai un stylo. Je n'ai pas de crayon.

Elle a un portable. Elle n'a pas de lecteur MP3.

Ils ont un ordinateur. Ils n'ont pas d'ordinateur portable.

**LES VACANCES SCOLAIRES 2016-2017**

FRANCE	4 jours/septembre scolaire	5 jours/septembre scolaire
FRANÇES	5 jours/septembre	
ROYAUME-UNI	5 jours/septembre scolaire	
ALLEMAGNE	5 ou 6 jours/septembre scolaire	

# Lesson 6 (7th grade)

## Big Idea

## Identifying and describing others

### Essential Questions

- How do I identify others?
- How do I describe what one looks like?
- How do I describe one's personality?
- How do I make comparisons?
- How do I give one's nationality and origin?
- How do I use adjectives correctly in terms of gender and number?
- What is the correct placement of adjectives in a sentence?
- When do you use "Il est/ Elle est" vs. "C'est" in a sentence?

### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Identify others</li> <li>2. Describing what one looks like</li> <li>3. Describing one's personality</li> <li>4. Making comparisons between others</li> <li>5. Providing one's nationality and origin</li> <li>6. Using adjectives correctly in terms of gender and number</li> <li>7. Placing adjectives correctly in a sentence</li> <li>8. Using "Il est/ Elle est" vs. "C'est" in a sentence</li> </ol>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5</p>	<ol style="list-style-type: none"> <li>1. <a href="http://quizlet.com">quizlet.com</a> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <a href="http://quizizz.com">quizizz.com</a> - at home practice and alternative assessment</li> <li>3. <a href="http://schoolology.com">schoolology.com</a> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> <li>9. Project - Description of 2 celebrities - 1 male and 1 female</li> </ol>	<p>Discovering French, Today! (Bleu) - online textbook</p> <p>Teacher made ancillary materials</p> <p>Authentic Realia</p> <p>Internet</p>

**A VOCABULAIRE**

**La description des personnes**

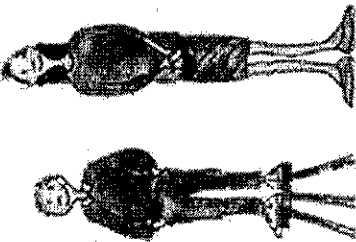
How to describe someone

Qu'il est-ce?  
C'est un copain.

Il s'appelle comment? / Comment s'appelle-t-il?  
Il s'appelle Marc.

Il a quel âge? / Quel âge a-t-il?  
Il a seize ans.

Il est comment? / Comment est-il?  
Il est petit.  
Il est blond.



Qu'il est-ce? / C'est qui?  
C'est une copine.

Comment s'appelle-t-elle? / Elle s'appelle comment?  
Elle s'appelle Sophie.

Quel âge a-t-elle? / Elle a quel âge?  
Elle a quinze ans.

Comment est-elle? / Elle est comment?  
Elle est grande.  
Elle est brune.

**Les personnes**

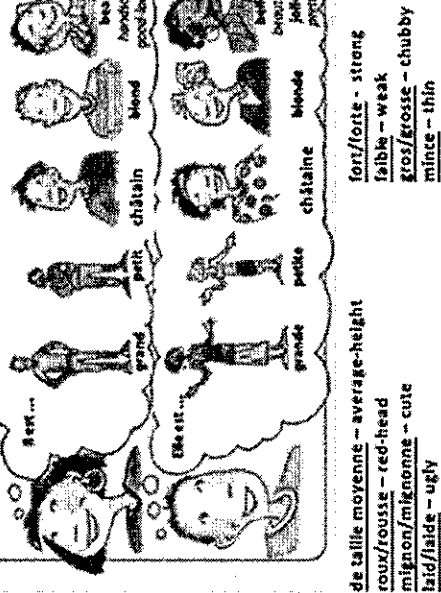
- une personne
- un garçon
- un ami / un copain
- un monsieur
- un étudiant
- un élève
- un camarade
- un homme
- un professeur, un prof
- un voisin

- une personne
- une fille
- une amie / une copine
- une dame
- une étudiante
- une élève
- une camarade
- une femme
- un professeur, une prof
- une voisine

**La description physique**

Il est...

Il est...



- de taille moyenne - average-height
- roux/roussie - red-head
- mignon/mignonne - cute
- bid/laide - ugly
- fort/forte - strong
- faible - weak
- gros/grosse - chubby
- mince - thin



**VOCABULAIRE** **La description**  
(personnalité)

**ADJECTIFS**

- amusant / amusing, fun
- intelligent / intelligent
- intéressant / interesting
- méchant / mean, nasty
- bête / silly, dumb
- sympathique / sympa / nice, pleasant
- timide / shy
- gentil (gentille) / nice, kind
- mignon (mignonne) / cute
- sportif (sportive) / athletic
- actif / active
- drôle / funny
- pénible / annoying
- bavard / talkative
- ennuyeux / boring
- pressé(e) / busy

**ADVERBES**

- assez / rather
- très / very
- trop / too

Nous sommes assez intelligents.  
Vous n'êtes pas très sportifs!  
La prof est trop méchante.

**VOCABULAIRE**

**Les adjectifs de nationalité**

- américain / American
- mexicain / Mexican
- français / French
- anglais / English
- espagnol / Spanish
- suisse / Swiss
- italien (italienne) / Italian
- canadien (canadienne) / Canadian
- japonais / Japanese
- chinois / Chinese

→ Words that describe nationality are adjectives and take adjective endings.  
Monsieur Katagiri est japonais.  
Kumi et Michiko sont japonaises.

**F. Regular adjectives:**

	MASSIF	PERSONNE
SINGULAR	grand	grande
PLURAL	grands	grandes

français / françaises

timide

timide

français

françaises

# Lesson 6 continued

**G. Position of adjectives:** Adjectives generally come after the noun that they are describing in French.

ARTICLE	+	NOUN	+	ADJECTIVE
UNE		voiture		française
DÉ		copains		intéressants

a French car  
(some) interesting friends

**H. BAGS (Beauty, Age, Goodness, Size) – Adjectives that go in front of the noun that they are describing.**

## Beauty

beau (belle) handsome (beautiful)

jolie(e) pretty

\*nice-looking (object)

## Age

jeune young

vieux / vieille old

nouveau / nouvelle new

## Goodness

bon (bonne) good

mauvais(e) bad

## Size

grand(e) big, large

grand(e) great / tall

\*grand(e) always comes before an object and it means "big" or "large". However, in front of a person means "great" after a person it means "tall".

petit(e) small / short

\*petit(e) always comes before an object and a person.

## C'est v. Il est / Elle est

When describing a person or thing, French speakers use two different constructions: il est (elle est) and c'est.

Il est / ADJECTIVE	C'est + ARTICLE + NOUN (+ ADJECTIVE)
Il est amusant.	C'est un copain. C'est un copain amusant.
Elle est sportive.	C'est une amie. C'est une bonne amie.
Il est joli.	C'est un scooter français. C'est un bon scooter.
Elle est petite.	C'est une voiture anglaise. C'est une petite voiture.

→ Note the corresponding plural forms:

(Pierre et Marc) They are ... Ils sont amusants. Ce sont des copains.  
(Claire et Anne) They are ... Elles sont timides. Ce sont des copines.

→ In negative sentences, c'est becomes ce n'est pas.

Ce n'est pas un mauvais élève. He's not a bad student.

Ce n'est pas une Peugeot. It's not a Peugeot.

→ C'est is also used with names of people

C'est Véronique. C'est Madame Lambert.



## Describing "abstract" nouns:

C'est / Ce n'est pas } + MASCULINE ADJECTIVE

## VOCABULAIRE Opinions

C'est ...	It's ... That's ...
Ce n'est pas ...	It's not ... That's not ...
vrai	cool / chouette
faux	super
facile	génial
difficile	pénible
	drôle
	cool
	super
	great
	a pain, annoying
	funny

→ To express an opinion, French speakers also use adverbs like bien and mal.

C'est bien. That's good. Tu étudies? C'est bien.

C'est mal. That's bad. Alain n'étudie pas. C'est mal.

\*nul/zéro useless / waste of time

\*\*\*Recycling: Comparisons (plus ... que / moins ... que / aussi ... que)

# Lesson 7 (7th grade)

## Big Idea

## Identifying and describing objects

### Essential Questions

- How do I identify everyday objects?
- How do I describe objects?
- How do I state if an object works well?
- How do I use demonstrative adjectives?
- How do I describe what is in my room?
- How do I use "il y a" to express what there is or isn't?
- How do I give the location of objects?

### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Learning Experiences (Interim Assessments)	Resources
1. Identify everyday objects 2. Describing objects - including color, size and condition 3. Stating if an object works well 4. Using demonstrative adjectives 5. Describing what is in my room 6. Expressing what there is or isn't using "il y a" 7. Giving the location of objects	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

**A VOCABULAIRE** Les objets

**How to identify something:**

Qu'est-ce que c'est? What is it? What's that?  
C'est ... It's ... That's ...

**How to say that you know or do not know:**

Je sais. I know.  
Je ne sais pas. I don't know.

**How to point out something:**

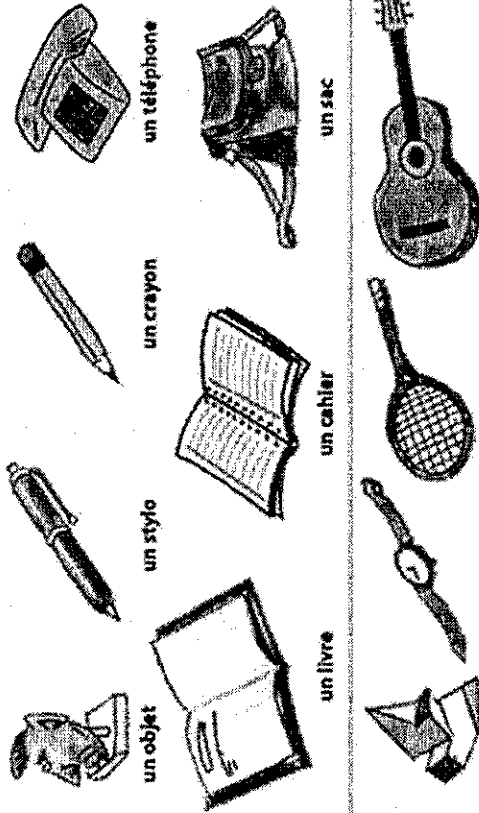
—Regarde ça. Look at that.  
—Quoi? What?  
—Ça, là-bas. That, over there.



Qu'est-ce que c'est?

—Qu'est-ce que c'est?  
—C'est un livre.

**Quelques objets (A few objects)**



un objet

un stylo

un crayon

un téléphone

un livre

un cahier

un sac

une chose (thing)

une montre

une raquette

une guitare



une affiche (un poster)



une calculatrice

**RAPPEL**

In French, the names of objects are  
MASCULINE or FEMININE.  
Masculine objects can be introduced by un  
or le (l'); un stylo, le stylo, l'objet.  
Feminine objects can be introduced by une  
or la (l'); une montre, la montre, l'affiche.

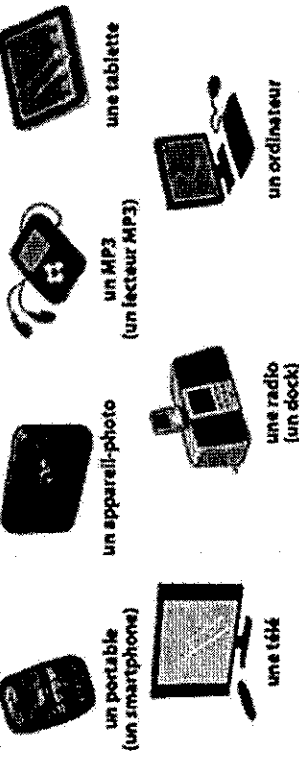
**B**

**How to talk about things you have:**

Est-ce que tu as ... ? Do you have ... ?  
Oui, j'ai ... Yes, I have ...

Non, je n'ai pas de(d) ... No, I don't have ... Non, je n'ai pas de moto. / Non, je n'ai pas d'auto.

**Quelques objets**



un portable (un smartphone)

un appareil-photo

un MP3 (un lecteur MP3)

une tablette

une télé

une radio (un dock)

un ordinateur



un CD



un DVD



une voiture (une auto)



un vélo (une bicyclette)



une mobylette



un scooter



une moto

**Identification and description of objects**

**Description**

\*nouveau (nouvelle) ≠ vieux (vieille)  
joli(e) / beau(belle) ≠ moche - plain/ ugly  
grand(e) ≠ petit(e)  
cher (chère) - expensive ≠ bon marché - cheap/  
inexpensive

**La marque**

-C'est quelle marque?  
-C'est un Dell.

**Les couleurs**

-Il/Elle est de quelle couleur?

-Il/Elle est ...

rouge

blanc (blanche)

jaune

violet (violette)

rose

\*marron

noir(e)

\*orange

bleu(e)

\*argenté(e) - silver

gris(e)

\*doré(e) - gold

**Prix**

Il/Elle coûte combien?

Il/Elle coûte \_\_\_ euros

marcher - to work/ to function

-Est-ce qu'il/elle marche bien?

-Oui, il/elle marche (très /assez) bien.

-Non, il/elle ne marche pas bien.

# Lesson 7 continued

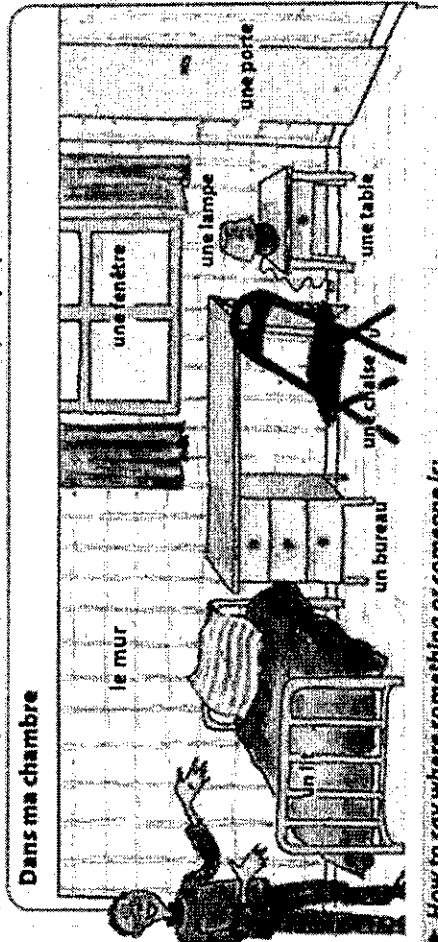
## C VOCABULAIRE Ma chambre (My room)



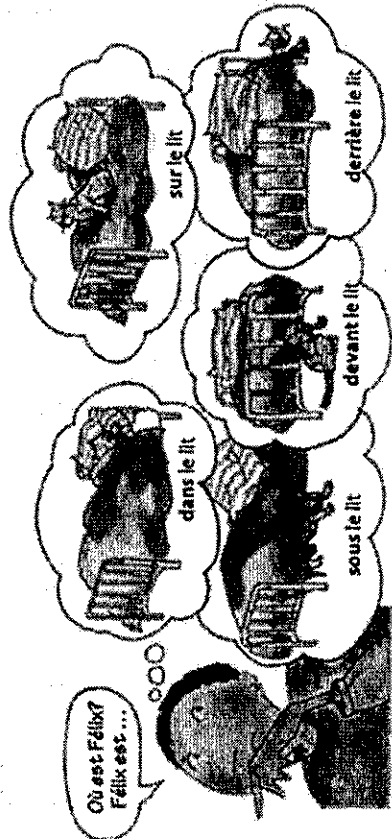
► How to talk about what there is in a place:

- il y a                    Dans (il/la) ma chambre, il y a une télé.  
 there is                Dans le garage, il y a deux voitures.  
 est-ce qu'il y a ... ?    Is/are there ... ?  
 qu'est-ce qu'il y a ... ?    What is there ... ?  
 Qu'est-ce qu'il y a dans le garage?

- Oui, il y a ...                    Oui, il y a une voiture dans le garage.  
 Non, il n'y a pas de(l) ...      Non, il n'y a pas de vélo dans le garage.  
 Non, il n'y a pas d'ordinateur dans la classe.



► How to say where something or someone is:



\* à côté de - next to

## D Pronouns and Definite/Indefinite Articles

### PRONOUNS

Note the forms of the pronouns in the chart below.

MASCULINE	il	he	Où est le garçon?	Il est en classe.
	it	it	Où est le portable?	Il est sur la table.
FEMININE	elle	she	Où est la fille?	elle est en ville.
	it	it	Où est la voiture?	elle est là-bas.

### SINGULAR AND PLURAL ARTICLES

The forms of the articles are summarized in the chart below.

	SINGULAR	PLURAL		
DEFINITE ARTICLE	le (l')	les	the	les garçons les filles
INDEFINITE ARTICLE	un	des	some	des garçons des filles
	une	des	some	des ordinateurs des affiches

→ There is liaison after les and des when the next word begins with a vowel sound.  
 → Des corresponds to the English article some. While some is often omitted in English, des must be expressed in French. Contrast:

Il y a des livres sur la table.  
 There are some books on the table.

Je dîne avec des amis.  
 I'm having dinner with ... friends.

## E) Interrogative and Demonstrative Adjectives

Quel - Which? / What?

	SINGULAR	PLURAL
MASCULINE	quel	quels
FEMININE	quelle	quelles

Ce - This/That... Those/These ...

	SINGULAR	PLURAL
MASCULINE	ce	ces
FEMININE	cette	ces

Ce livre-ci - This book

Ces livres-ci - These books

Ce livre-là - That book

Ces livres-là - Those books

Quel portable?      Quels livres?

Quelle voiture?      Quelles tablettes

Ce portable.      Ces portables.  
Cet ordinateur.      Ces ordinateurs.

Cette voiture.      Ces voitures.

# SCOPE AND SEQUENCE – 8<sup>th</sup> Grade

**8<sup>th</sup> Grade** – Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Review class procedures and expectations

2 Days\*

## Lesson #1

Identifying Typical French cities  
Stating where one lives and giving an address  
Identifying places in one's neighborhood  
Describing where one lives  
Asking and giving directions using a map

15 Days (Approx. 3 weeks)

## Lesson #2

Describing Typical French homes  
Stating if one lives in a house or an apartment  
Identifying parts of a house  
Describing one's own home

15 Days (Approx. 3 weeks)

## Lesson #3

Identifying places and monuments in Paris  
Talking about where one is going  
Using the preposition "à" to state "to" where people are going  
Describing how one is going  
Stating state that one is going to someone's home using "chez"  
Expressing future plans using "aller + l'infinitif"

15 Days (Approx. 3 weeks)

## Lesson #4

Identifying places and monuments in Paris  
Saying who is coming or not coming  
Using the preposition "de" to state "from" where people are coming  
Expressing the recent past using "venir de + l'infinitif"  
Stating which sports, games or instruments one plays using "jouer à/de"

15 Days (Approx. 3 weeks)

Referring to people using stress pronouns

### Lesson #5

Identifying clothing  
Stating which clothes one puts on  
Using possessive adjectives  
Conjugating reflexive verbs  
Describing one's daily routine  
Stating if one has breakfast or not in the morning before school  
Expressing when one takes a shower or the school bus  
Sequencing events

**15 Days (Approx. 3 weeks)**

### Lesson #6

Reviewing regular -er verbs  
Conjugating stem-changing -er verbs  
Talking about people in general using "on"  
Planning an event  
Conjugating regular -ir verbs  
Conjugating regular -re verbs  
Making suggestions using the imperative

**15 Days (Approx. 3 weeks)**

### Lesson #7

Identifying places and monuments of Paris  
Discussing in more detail one's weekend activities  
Describing one's vacation and travel plans  
Expressing how one is feeling using "avoir" expressions  
Describing what one did in the past  
Discussing what one did on vacation in Paris

**15 Days (Approx. 3 weeks)**

# Lesson 1 (8th grade)

## Big Idea

Talking about where one lives as well as asking and giving directions

### Essential Questions

- How do I state where I live and give my address?
- How do I identify places in my neighborhood?
- How do I describe where I live?
- How do I ask and give directions using a map?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Tours
- Geography - Reading and creating maps

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic	Learning Experiences (Interim Assessments)	Resources
1. Culture - Typical French cities 2. Stating where I live and giving my address 3. Identifying places in my neighborhood 4. Describing where I live 5. Asking and giving directions using a map	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project -Design an imaginary French city	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet



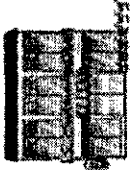






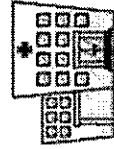



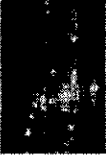
Leçon #1 (8th Grade)

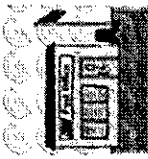
Les objectifs: 1. To get around a French city. 2. To talk about where one lives. 3. To identify places in our hometown. 4. To request and provide directions.

A. En ville (Identifiez en français.)

- |                   |                 |                |              |
|-------------------|-----------------|----------------|--------------|
| 1. a city, a town | une ville       | 5. a street    | une rue      |
| 2. downtown       | au centre-ville | 6. an avenue   | une avenue   |
| 3. a suburb       | une banlieue    | 7. a boulevard | un boulevard |
| 4. a neighborhood | un quartier     | 8. a place     | un endroit   |

B. Les endroits (Comment dit-on en français?)

- |   |                |   |                              |   |                   |
|---|----------------|---|------------------------------|---|-------------------|
|    | 1. un hôtel    |    | 3. un restaurant             |    | 4. un supermarché |
|    | 5. un magasin  |    | 6. un cinéma (ciné)          |    | 8. une église     |
|   | 9. un stade    |   | 10. une bibliothèque (bibli) |   | 11. un théâtre    |
|  | 13. un hôpital |  | 14. une piscine              |  | 16. un parc       |
|   |                |    | 7. une école                 |   | 12. un musée      |



17. une gare      18. un terrain de sport      19. une poste      20. un centre commercial

Que veut dire en anglais?

- |                        |                        |                   |                        |
|------------------------|------------------------|-------------------|------------------------|
| 1. un aéroport         | an airport             | 7. une pharmacie  | a pharmacy             |
| 2. un collège          | a middle school        | 8. une boutique   | a boutique             |
| 3. un lycée            | a high school          | 9. un fast-food   | a fast food restaurant |
| 4. une université      | a university (college) | 10. une synagogue | a synagogue            |
| 5. une station-service | a gas station          | 11. une mosquée   | a mosque               |
| 6. une banque          | a bank                 | 12. un temple     | a temple               |

C. Questions Personnelles (Les réponses optionnelles.)

1. \*Où habites-tu? J'habite à Howell, New Jersey.
2. \*C'est une grande ou petite ville? C'est une assez grande ville.
3. \*Quelle est ton adresse? Mon adresse est \_\_\_\_\_ rue (avenue, boulevard) \_\_\_\_\_  
J'habite \_\_\_\_\_ rue (avenue, boulevard) \_\_\_\_\_

4. \*Comment est ton quartier? C'est un bon quartier. C'est un joli quartier.

C'est un quartier amusant. C'est un assez mauvais quartier. C'est un quartier ennuyeux.

5. \*Qu'est-ce qu'il y a dans ton quartier? Il y a une église, une école, un supermarché, un terrain de sport, une pharmacie, une piscine et un parc.

6. \*Qu'est-ce qu'il n'y a pas dans ton quartier? Il n'y a pas de(d') aéroport, de (d') plage ou de(d') théâtre.

7. Est-ce qu'il y a un parc dans ton quartier? Oui, il y a un parc. / Non, il n'y a pas de parc.

## Lesson 1 continued . . .

### D. Pour demander en renseignement Comment dit-on en français ?

- |  |                                      |
|--|--------------------------------------|
| 1. Excuse me.                            | Pardon. / Excusez-moi.               |
| 2. sir / ma'am / miss                    | monsieur / madame / mademoiselle     |
| 3. Where is the hotel Normandic?         | Où est l'hôtel Normandic?            |
| 4. It is on Jean Moulin Street.          | Il est dans la rue Jean Moulin.      |
| 5. Where is there a café?                | Où est-ce qu'il y a un café?         |
| 6. There is a café on Saint Paul Street. | Il y a un café rue Saint Paul.       |
| 7. Where is it?                          | Où est-ce?                           |
| 8. *How do I get there?                  | Comment est-ce que j'arrive là-bas?  |
| 9. Is it far?                            | Est-ce que c'est loin? / C'est loin? |
| 10. No, it isn't far.                    | Non, ce n'est pas loin.              |
| 11. It's nearby (close).                 | C'est près (proche).                 |
| 12. It is to the left.                   | C'est à gauche.                      |
| 13. It is to the right.                  | C'est à droite.                      |
| 14. It is straight ahead.                | C'est tout droit.                    |
| 15. Turn left.                           | Tournez à gauche.                    |
| 16. Turn right.                          | Tournez à droite.                    |
| 17. *Cross the street.                   | Traversez la rue.                    |
| 18. Continue straight ahead.             | Continuez tout droit.                |
| 19. *Go straight ahead.                  | Allez tout droit.                    |
| 20. Thank you very much.                 | Merci beaucoup.                      |

# Lesson 2 (8th grade)

## Big Idea Talking about one's home

### Essential Questions

- How do I state if I live in a house or an apartment?
- How do I identify parts of the house?
- How do I describe my house or apartment?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Paris

### Comparisons

Comparing houses in France and the US

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - Typical French homes 2. Stating if I live in a house or an apartment 3. Identifying parts of a house 4. Describing my own home	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizz.com</b> - at home practice and alternative assessment 3. <b>schoolology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project -Design and label parts of a house	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

Leçon #2 La maison

Les objectifs: To describe one's home.

La maison

1. I live in a house.
  2. I live in an apartment.
  3. I live in an apartment building.
  4. My bedroom is upstairs.
  5. My bedroom is downstairs.
  6. \*a floor
  7. \*on the ground floor (first floor)
  8. \*on the first floor (second floor)
  9. \*a room
  10. \*an elevator
- J'habite dans une maison.  
J'habite dans un appartement.  
J'habite dans un immeuble.  
Ma chambre est en haut.  
Ma chambre est en bas.  
un étage  
au rez-de-chaussée  
au premier étage  
une pièce  
un ascenseur

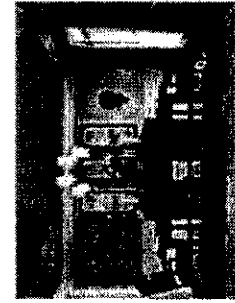
Les pièces



la cuisine



le salon



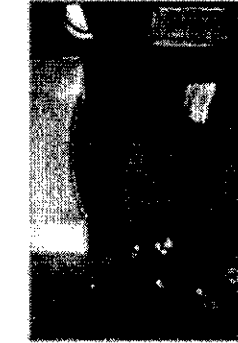
la salle à manger



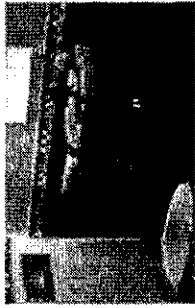
le séjour



la chambre

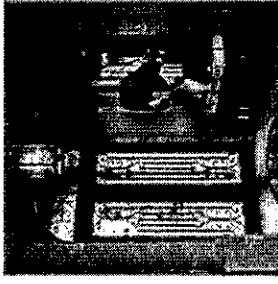


la salle de bains



les toilettes (le WC)

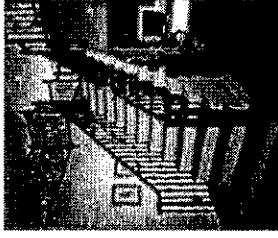
Parties de la maison



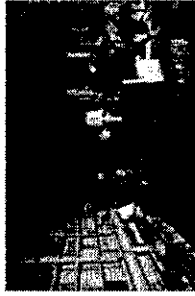
le hall d'entrée



le bureau



l'escalier (les escaliers)



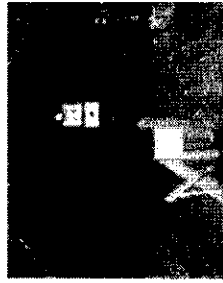
la bibliothèque



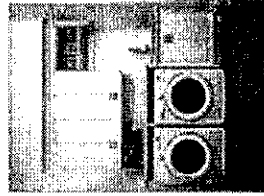
le couloir



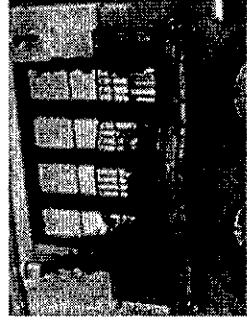
le sous-sol



le grenier



la buanderie



le balcon



le jardin

Lesson 2 continued . . .



le terrasse



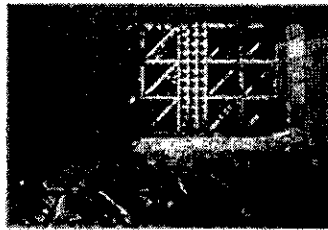
l'arbre (les arbres)



les fleurs



le toit



le cave à vins



une cheminée

Voici une maison française typique.  
Dans le jardin, il y a des arbres et des fleurs.  
Il y a un garage pour une voiture et une...

# Lesson 3 (8th grade)

## Big Idea *Going to places as well as talking about future plans*

### Essential Questions

- How do I talk about where one is going?
- How do I use the preposition "à" to state "to" where people are going?
- How do I describe how I am going?
- How do I state that I am going to someone's home using "chez"?
- How do I express future plans using "aller + l'infinitif"?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Paris

Knowledge/Skills/Understanding (Objectives)	Grade Level/Curriculum Title and Unit/Topic	Learning Experiences (Interim Assessments)	Resources
1. Culture - Paris 2. Talking about where one is going 3. Using the preposition "à" to state "to" where people are going 4. Describing how I am going 5. Stating state that I am going to someone's home using "chez" 6. Expressing future plans using "aller + l'infinitif"	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizzz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

# Leçon 3

## A. Aller - to go

Aller (to go) is the only IRREGULAR verb that ends in -er. Note the forms of aller in the present tense.

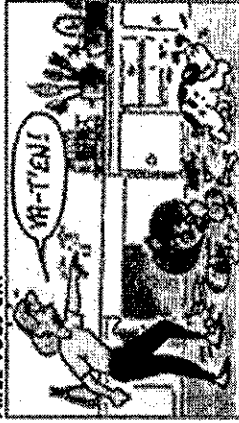
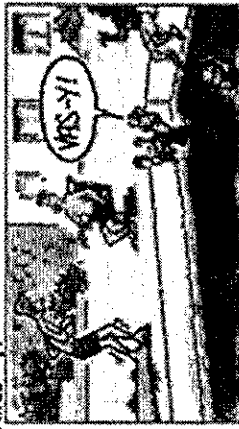
aller	to go	Paul et Marie au cinéma
je vais	I go, I am going	Je vais à un concert.
tu vas	you go, you are going	Vas-tu à la boum?
il/elle va	he/she goes, he/she is going	Paul va à l'école.
nous allons	we go, we are going	Nous allons au café.
vous allez	you go, you are going	Est-ce que vous allez là-bas?
ils/elles vont	they go, they are going	Ils ne vont pas en classe.

→ Remember that aller is used in asking people how they feel.

Ça va? Oui, ça va.  
 Comment vas-tu? Je vais bien, merci.  
 Comment allez-vous? Très bien.

→ Aller is used in many common expressions.

- To encourage someone to do something:  
Vas-y! Come on! Go ahead! Do it!
- To tell someone to go away:  
Va-t'en! Go away!



- To tell friends to start doing something:  
Allons-y! Let's go! / On y va!



## B. La préposition à + definite article (le, la, l', les)

The preposition à has several meanings:

in Patrick habite à Paris. Patrick lives in Paris.  
 at Nous sommes à la piscine. We are at the pool.  
 to Est-ce que tu vas à Toulouse? Are you going to Toulouse?

## CONTRACTIONS

Note the forms of à + DEFINITE ARTICLE in the sentences below.

Voici le café. Marc est au café. Centre va au café.  
 Voici les Champs-Élysées. Tu es aux Champs-Élysées. Je vais aux Champs-Élysées.  
 Voici la piscine. Anne est à la piscine. Éric va à la piscine.  
 Voici l'hôtel. Je suis à l'hôtel. Vous allez à l'hôtel.

The preposition à contracts with le and les, but not with la and l'.

CONTRACTION	NO CONTRACTION
à + le → au	à + la = à la
à + les → aux	à + l' = à l'
	au cinéma
	aux Champs-Élysées
	à la piscine
	à l'école

→ There is liaison after aux when the next word begins with a vowel sound.

Le professeur parle aux élèves. Je téléphone aux amis de Claire.

## C. Aller + infinitive (near future)

The following sentences describe what people are going to do.  
 Note how the verb aller is used to describe these FUTURE events.

Nathalie va nager. Nathalie is going to swim.  
 Paul et Marc vont jouer au tennis. Paul and Marc are going to play tennis.  
 Nous allons rester à la maison. We are going to stay home.  
 Je vais aller en ville. I am going to go downtown.

To express the NEAR FUTURE, the French use the construction:

**PRESENT of aller + INFINITIVE**

→ In negative sentences, the construction is:

**SUBJECT + ne + PRESENT of aller + pas + INFINITIVE ...**

Sylvie ne va pas écouter le concert avec nous.

→ Note the interrogative forms:

Qu'est-ce que tu vas faire?  
 Quand est-ce que vous allez rentrer?

What are you going to do?  
 When are you going to come back?

# Lesson 3 continued

D.

## VOCABULAIRE En ville

### ► Quelques endroits et quelques événements où aller

un endroit	place	un match	une boum	party
un événement	évén.	un pique-nique	une fête	party
un concert	concert	un rendez-vous	une soirée	evening party
un film	movie			

### Verbes

arriver	to arrive come	J'arrive à l'école à 9 heures.
rentrer	to go back, come back	À quelle heure rentres-tu à la maison?
rester	to stay	Les touristes restent à l'hôtel.

### Expressions

à pied	on foot	en voiture	by car	en métro	by subway
à vélo	by bicycle	en bus	by bus	en taxi	by taxi
		en train	by train		

faire une promenade à pied to go for a walk

faire une promenade à vélo to go for a ride (by bike)

faire une promenade en voiture to go for a drive

...en car scolaire – by school bus en bateau – by boat  
 ... passer (du temps) – to spend (time)

E. Chez

Note the use of *chez* in the following sentences.

Paul est chez Céline. *Paul is at Céline's (house).*

Je dîne chez un copain. *I am having dinner at a friend's (home).*

Nathalie va chez Juliette. *Nathalie is going to Juliette's (apartment).*

Tu vas chez ta cousine. *You are going to your cousin's (place).*

The French equivalent of *to or at someone's (house, home)* is the construction:

**chez + PERSON** | **chez Béatrice** | **chez ma cousine**

→ Note the interrogative expression: *chez qui?*

*Chez qui vas-tu? To whose house are you going?*

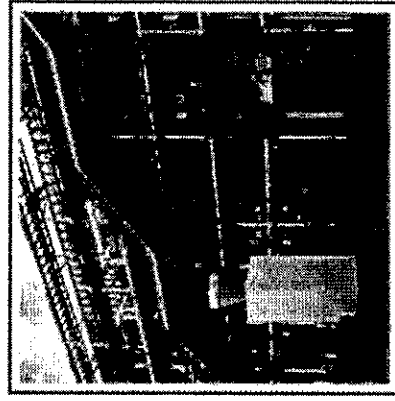
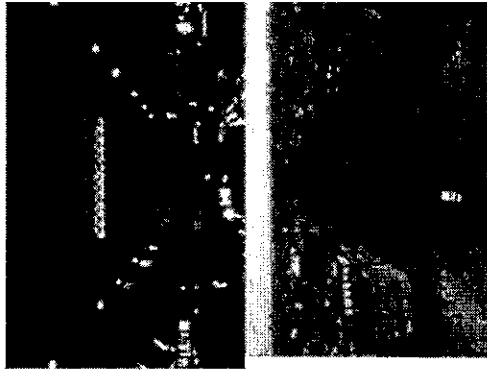
## F. Culture

### À Paris

Paris offre beaucoup d'attractions diverses pour les jeunes.

### Les Champs-Élysées

Les Champs-Élysées sont une très longue et très large<sup>1</sup> avenue avec beaucoup de cafés, de restaurants, de cinémas et de boutiques élégantes.



### Le Centre Pompidou

Le Centre Pompidou est un grand musée d'art moderne. C'est aussi un centre culturel avec un grand nombre de salles<sup>2</sup> multimédia pour les jeunes. Devant le musée, il y a une place où les acrobates, les mimes, les jongleurs<sup>3</sup> et les musiciens démontrent leurs<sup>4</sup> talents. Ici, le spectacle est permanent.

### Le Parc de la Villette

Le Parc de la Villette est un musée scientifique pour les jeunes. À la Géode, ils peuvent voir<sup>5</sup> des films sur un grand écran panoramique Omni. Au Zénith, ils peuvent assister à<sup>6</sup> des concerts de rock et de musique techno.



# Lesson 4 (8th grade)

## Big Idea

*Coming from places as well as stating what someone has just done*

### Essential Questions

- How do I say who is coming?
- How do I use the preposition "de" to state "from" where people are coming?
- How do I express the recent past using "venir de + l'infinitif"?
- How do I state which sports, games or instruments I play using "jouer à/de"?
- How do I refer to people using stress pronouns?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Paris

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>1. Culture - Paris</li> <li>2. Saying who is coming</li> <li>3. Using the preposition "de" to state "from" where people are coming</li> <li>4. Expressing the recent past using "venir de + l'infinitif"</li> <li>5. Stating which sports, games or instruments I play using "jouer à/de"</li> <li>6. Referring to people using stress pronouns</li> </ol>	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	<ol style="list-style-type: none"> <li>1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li>2. <b>quizzz.com</b> - at home practice and alternative assessment</li> <li>3. <b>schoolology.com</b> - online quizzes, tests and worksheets</li> <li>4. Oral/Speaking Tasks</li> <li>5. Listening Comprehension</li> <li>6. <b>Échanges</b> - interview classmates and record responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> </ol>	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

A) Le verbe "venir"

The verb venir (to come) is irregular. Note the forms of venir in the present tense.

venir	Nous allons venir avec des amis.
je viens	Je viens avec toi.
tu viens	Est-ce que tu viens au cinéma?
il/elle vient	Monique ne vient pas avec nous.
nous venons	Nous venons à cinq heures.
vous venez	À quelle heure venez-vous à la boum?
ils/elles viennent	Ils viennent de Paris. n'est-ce pas?

→ Revenir (to come back) is conjugated like venir.

—À quelle heure revenez-vous?  
—Nous revenons à dix heures.

→ Note the interrogative expression: d'où? (from where?)  
D'où viens-tu? Where do you come from?

B) Le préposition "de"

The preposition de has several meanings:

from Nous venons de la bibliothèque. We are coming from the library.  
of Quelle est l'adresse de l'école? What is the address of the school?  
about Je parle de mon copain. I am talking about my friend.

CONTRACTIONS

Note the forms of de + DEFINITE ARTICLE in the sentences below.

Voici le café. Marc vient du café.  
Voici les Champs-Élysées. Nous venons des Champs-Élysées.  
Voici la piscine. Tu reviens de la piscine.  
Voici l'hôtel. Les touristes arrivent de l'hôtel.  
The preposition de contracts with le and les, but not with la and l'.

CONTRACTION	NO CONTRACTION
de + le → du	de + la = de la
de + les → des	de + l' = de l'
	du café
	des magasins
	de la plage
	de l'école

→ There is liaison after des when the next word begins with a vowel sound.  
Où sont les livres des étudiants?

C. \*Venir de + Infinitive We use "venir de + infinitive" to express what we and others are "coming from doing" or "have just done".

-Qu'est-ce que tu viens de faire? - What are you coming from doing? / What did you just do?  
-Je viens d'étudier. - I am coming from studying. / I just studied.

-Nous venons de jouer au foot. - We are coming from playing soccer. / We just played soccer.

VOCABULAIRE Les sports, les jeux et la musique

Les sports

le foot(ball) le volley(ball)  
le basket(ball) le tennis  
le ping-pong le baseball

les échecs (chess)  
les jeux vidéo  
les jeux d'ordinateur

Les instruments de musique

le piano le saxo(phone) le flûte la clarinette  
le violon le clavier (organ) le guitar la batterie (drums)

Jouer à + le, la, les + SPORT OR GAME Nous jouons au tennis.  
Jouer de + le, la, les + INSTRUMENT Alice joue du piano.

Les pronoms accentués (Stress pronouns)

FORMS

(SUBJECT PRONOUNS)	STRESS PRONOUNS	(SUBJECT PRONOUNS)	STRESS PRONOUNS
(je)	moi	(nous)	nous
(tu)	toi	(vous)	vous
(il)	lui	(ils)	eux
(elle)	elle	(elles)	elles

USES

Stress pronouns are used:

\* to reinforce a subject pronoun  
Moi, je parle français.

Vous, vous parlez anglais.

\* after c'est and ce n'est pas  
—C'est Paul là-bas?

—Non, ce n'est pas lui.

\* in short sentences where there is no verb  
—Qui parle français ici?

—Moi!

\* before and after et and ou  
Lui et moi, nous sommes copains.

\* After prepositions such as de, avec, pour, chez  
Voici Marc et Paul. Je parle souvent d'eux.

Voici Isabelle. Je vais au cinéma avec elle.

Voici M. Mercier. Nous travaillons pour lui.

→ Note the meaning of chez + STRESS PRONOUN  
Je vais chez moi.

Paul étudie chez lui.

Tu viens chez nous?

Le café chez Alice. Le dîner chez elle.

I speak French.  
You speak English.

No, it's not him.

I do!

He and I, (we) are friends.

I often talk about them.

I go to the movies with her.

We work for him.

I am going home.

Paul is studying at home.

Are you coming to our house?

I am having dinner at her place.

## Lesson 4 continued

### F. Expressions pour la conversation

#### ► How to express surprise:

*Vraiment?* Really?  
—Je parle chinois.  
—Vraiment?!

#### ► How to contradict someone:

*Pas du tout* Not at all. Definitely not  
—Tu es anglais?  
—Pas du tout! Je suis français!

### G. Nom + de + Nom

Compare the word order in French and English.

J'ai une raquette. C'est une raquette de tennis. *It's a tennis racket.*  
Paul a une voiture. C'est une voiture de sport. *It's a sports car.*

When one noun is used to modify another noun, the French construction is:

MAIN NOUN + de + MODIFYING NOUN	une classe de français.
d' (+ vowel sound)	une classe d'espagnol.

→ There is no article after de.

#### LANGUAGE COMPARISON

In French, when one noun modifies another, the main noun comes first.

In English, the main noun comes second.  
un jeu d'ordinateur a computer game

# Lesson 5 (8th grade)

## Big Idea

## Talking about clothing as well as daily routines

### Essential Questions

- How do I identify clothing?
- How do I state which clothes one puts on?
- How do I use possessive adjectives?
- How do I conjugate reflexive verbs?
- How do I describe one's routine?
- How do I state if I have breakfast or not?
- How do I express when I take a shower or the school bus?
- How do I sequence events?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - History of Paris

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
1. Culture - Paris Teens 2. Identifying clothing 3. Stating which clothes one puts on 4. Using possessive adjectives 5. Conjugating reflexive verbs 6. Describing my daily routine 7. Stating if I have breakfast or not in the morning before school 8. Expressing when I take a shower or the school bus 9. Sequencing events	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizizz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project - My Daily Routine	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

## Leçon 5 – Ma Routine Quotidienne

### Le verbe "mettre"

IMPERATIVE	mettre
PRESENT	Je mets tu mets il/elle met nous mettons vous mettez ils/elles mettent

→ In the singular forms, the "t" of the stem is silent. The "t" is pronounced in the plural forms.  
 → The verb mettre has several English equivalents:

to put, place  
 to put on, wear  
 to turn on

Je mets mes livres sur la table.  
 Caroline met une robe rouge.  
 Nous mettons la télé.

### C. Le verbe "prendre"

prendre	
PRESENT	Je prends une pizza. Tu prends un sandwich. Il/Elle/On prend une salade.
	Nous prenons le train. Vous prenez l'avion. Ils/Elles prennent des photos.

prendre le petit déjeuner – to have breakfast

prendre une douche – to take a shower

prendre le car scolaire – to take the school bus

prendre ses affaires – to take (grab) one's things

## D. Les verbes réfléchis

Se laver – to wash, to wash up

Je me lave

Tu te laves

Il/Elle/On se lave

Nous nous lavons

Vous vous lavez

Ils/Elles se lavent

\*Se lever – to get up  
 dressed

Je m'habille

Tu t'habilles

Il/Elle/On s'habille

Nous nous habillons

Vous vous habillez

Ils/Elles s'habillent

se réveiller – to wake up

se coucher – to go to bed

se reposer – to rest

se préparer – to get ready

se raser (la figure / les jambes – to shave one's face / legs

se laver (la figure / les mains / les cheveux) – to wash one's face / hands / hair

se brosser (les dents / les cheveux) – to brush one's teeth / hair

se colffer – to do one's hair

se maquiller – to put on make-up

se dépêcher – to hurry, to rush









\*se peigner – to comb

### Possessive adjectives

POSSESSOR	SINGULAR	PLURAL	MASCULINE	FEMALE
(je)	mon	mes	mon frère	ma soeur
(tu)	ton	tes	ton oncle	ta tante
(il)	son	ses	son père	sa mère
(elle)	son	ses	son père	sa mère

→ The choice between son, sa, and ses depends on the gender (masculine or feminine) and the number (singular or plural) of the noun that follows.

It does not depend on the gender of the possessor (that is, whether the owner is male or female). Compare

	Voilà Frédéric			
	Voilà Sophie			

POSSESSOR	SINGULAR	PLURAL
(nous)	our	notre
(vous)	your	vos
(il/elles)	their	leur
	nos	notre prof
	vos	vosre ami
	leurs	leur radio
		nos livres
		vos copains
		leurs amis

### E. Sequencing

D'abord, - First,


Ensuite, - Next,

Et puis, - And then,

Après, - After,



Finalement, - Finally,

Le matin, je me réveille à 6 heures.




Je ne me lève pas immédiatement. Je reste au lit pendant 10 minutes.

Je me prépare pour aller à l'école.





Diabolo (First) se va dans la salle de bains et se brosse les dents.


Je me dépêche pour monter/prendre le car scolaire.





Enfin, je m'installe dans un bus.




Et puis (And then), je prends une douche. Je me lave la figure et les cheveux.




Ensuite (Next), je me rase et je me brosse les cheveux.


Je quitte l'école à quatorze heures et je rentre à la maison.




Je rentre à la maison.



Enfin (At last), je prends le petit déjeuner avec ma sœur.



Enfin (At last), je prends le petit déjeuner avec ma sœur.



# Lesson 6 (8th grade)

## Big Idea

*Describing actions as well as making suggestions*

### Essential Questions

- How do I conjugate regular -er verbs (Review)
- How do I conjugate stem-changing -er verbs?
- How do I talk about people in general using "on"?
- How do I plan an event?
- How do I conjugate regular -ir verbs?
- How do I conjugate regular -re verbs?
- How do I make suggestions using the imperative?

### Cross Curricular Connections

English - Recognizing True and False Cognates

Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum, Title and Unit/Topic	Learning Experiences (Interim Assessments)	Resources
1. Reviewing regular -er verbs 2. Conjugating stem-changing -er verbs 3. Talking about people in general using "on" 4. Planning an event 5. Conjugating regular -ir verbs 6. Conjugating regular -re verbs 7. Making suggestions using the imperative	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	1. <b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests 2. <b>quizizz.com</b> - at home practice and alternative assessment 3. <b>schoology.com</b> - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. <b>Échanges</b> - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

Leçon 6 Les verbes

A. Review of -er verbs by introducing new verbs

chercher/trouver (que)  
gagner  
penser (que)

B. Stem-changing verbs

INFINITIVE	acheter	préférer
PRESENT	J' achète une veste. Tu achètes une cravate. Il/Elle achète un imper. Nous achetons un jean. Vous achetez un short. Ils/Elles achètent un pull.	Je préfère la veste bleue. Tu préfères la cravate jaune. Il/Elle préfère l'imper gris. Nous préférons le jean noir. Vous préférez le short blanc. Ils/Elles préfèrent le pull rouge.

→ Verbs like acheter and préférer take regular endings and have the following changes in the stem:

acheter e → é } in the Je, tu, il, and ils  
préférer é → è } forms of the present

amener is conjugated like acheter (e → é)  
espérer is conjugated like préférer (é → è)

**VOCABULAIRE** Verbes comme (like) acheter et préférer

acheter to buy  
amener to bring the person  
préférer to prefer  
espérer to hope

Qu'est-ce que tu achètes?  
François amène sa copine à la boum.  
Préfères-tu le manteau ou l'imper?  
J'espère visiter Paris en été.

→ In French, there are two verbs that correspond to the English to bring:  
amener + people  
apporter + things  
J'amène une copine au pique-nique.  
J'apporte des sandwichs au pique-nique.

C. Les verbes -ir

INFINITIVE	finir	STEM	ENDINGS
PRESENT	Je finis à deux heures. Tu finis à une heure. Il/Elle finit à cinq heures. Nous finissons à midi. Vous finissez à une heure. Ils/Elles finissent à minuit.	fin-	-is -is -it -issons -issez -issent

**VOCABULAIRE** Verbes réguliers en -ir

choisir to choose  
finir to finish  
grossir to gain weight, get fat  
maigrir to lose weight, get thin  
réussir to succeed  
à un examen to pass an exam

Quelle veste choisis-tu?  
Les classes finissent à midi.  
Marc grossit parce qu'il mange beaucoup.  
Je maigris parce que je mange peu.  
Tu vas réussir parce que tu travailles!  
Nous réussissons à nos examens.

D. Le pronom "on"

Note the use of the subject pronoun on in the sentences below.

Qu'est-ce qu'on vend ici? What do they (do you) sell here?  
Où est-ce qu'on achète ce CD? Where does one (do people) buy that CD?  
En France, on parle français. In France, people (you, they) speak French.

The pronoun on is used in general statements, according to the construction:

on + il/elle - form of verb	On travaille beaucoup.	One works a lot. They work a lot. You work a lot. People work a lot.
-----------------------------	------------------------	---

- There is liaison after on when the next word begins with a vowel sound.  
Est-ce qu'on invite Stéphanie à la boum?
- In conversation, on is often used instead of nous:  
---Est-ce qu'on dine à la maison? Are we having dinner at home?  
---Non, on va au restaurant. No, we are going to the restaurant.

**VOCABULAIRE** Expression pour la conversation

How to indicate approval:

C'est une bonne idée! That's a good idea!  
Ce n'est pas une bonne idée! That's not a good idea!

E. Les verbes -re

IMPERATIVE	STEM	ENDINGS
	vend-	
PRESENT		
Je vends ma raquette. Tu vend ton scooter. Il/Elle/On vend son ordinateur. Nous vendons nos livres. Vous vendez vos CD. Ils/Elles vendent leur voiture.	vend-	-s -s — -ons -ez -ent

→ The "d" of the stem is silent in the singular forms, but it is pronounced in the plural forms.

**VOCABULAIRE**

**Verbes réguliers en -re**

attendre	to wait, wait for	Pierre attend Michèle au café.
entendre	to hear	Est-ce que tu entends la radio?
perdre	to lose, waste	Jean-Claude perd le match.
rendre visite à	to visit (a person)	Je rends visite à mon oncle.
répondre à	to answer	Nous répondons à la question du prof.
vendre	to sell	À qui vendis-tu ton vélo?

→ There are two French verbs that correspond to the English verb to visit.

visiter (+ nouns) Nous visitons Québec.  
rendre visite à (+ nouns) Nous rendons visite à nos cousins canadiens.

F. L'imperatif

Compare the French and English forms of the imperative.

Écoute ce CD *Listen to the CD!*  
Ne vendez pas votre voiture! *Don't sell your car!*  
Allons au cinéma! *Let's go to the movies!*

Note the forms of the imperative in the chart below.

IMPERATIVE	PARLER	FINIR	VENDRE	ALLER
(tu)	parle	finis	vends	va
(vous)	parlez	finissez	vendez	allez
(nous)	parlons	finissons	vendons	allons

For regular verbs and most irregular verbs, the forms of the imperative are the same as the corresponding forms of the present tense.

→ NOTE: For all -er verbs, including aller, the -s of the tu form is dropped. Compare:

Tu parles anglais. *Parle français, s'il te plaît!*  
Tu vas au café. *Va à la bibliothèque!*

→ The negative imperative is formed as follows:

ne + VERB + pas ... *Ne choisis pas ce blouson.*

**EXERCICES ABOUT LANGUAGE**

The imperative is used to make suggestions and to give orders and advice. The commands or suggestions may be affirmative or negative.

faire - to do/make

fait

faites

faisons

mettre - to put (on)

met

mettez

mettons

venir - to come    prendre - to take    se dépêcher - to hurry up

viens

venez

\*venons

prends

prenez

\*prenons

dépêche-toi!

dépêchez-vous

\*dépêchons-nous

# Lesson 7 (8th grade)

## Big Idea

*Describing actions as well as making suggestions*

### Essential Questions

- What are the different places and monuments in Paris that I can visit?
- How do I discuss in more detail my weekend activities?
- How do I describe my vacation and travel plans?
- How do I express how I am feeling using "avoir" expressions?
- How do I describe what I did in the past?
- How do I discuss what I did on vacation?

### Cross Curricular Connections

- English - Recognizing True and False Cognates
- Social Studies - Places and monuments of Paris

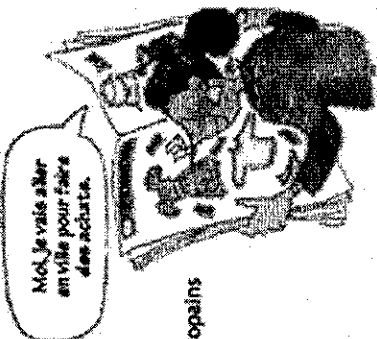
Knowledge/Skills/Understanding (Objectives)	Grade Level Curriculum Title and Unit/Topic Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments)	Resources
<ol style="list-style-type: none"> <li>Culture - Places and monuments of Paris</li> <li>Discussing in more detail my weekend activities</li> <li>Describing my vacation and travel plans</li> <li>Expressing how I am feeling using "avoir" expressions</li> <li>Describing what I did in the past</li> <li>Discussing what I did on vacation to Paris</li> </ol>	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5	<ol style="list-style-type: none"> <li><b>quizlet.com</b> - flashcards, practice tests, vocabulary practice and tests</li> <li><b>quizzz.com</b> - at home practice and alternative assessment</li> <li><b>schoology.com</b> - online quizzes, tests and worksheets</li> <li>Oral/Speaking Tasks</li> <li>Listening Comprehension</li> <li><b>Échanges</b> - interview classmates and record responses</li> <li>Teacher observation</li> <li>Pen pal letters</li> <li>Project - Mon voyage à Paris (past tense)</li> </ol>	Discovering French, Today! (Bleu) - online textbook  Teacher made ancillary materials  Authentic Realia  Internet

### A. How to plan your vacation activities:

Qu'est-ce que tu vas faire	samedi!
le matin	le matin
l'après-midi	l'après-midi
le soir	le soir
ce week-end	
le week-end prochain	

Je vais rester chez moi pour faire mes devoirs  
 réparer mon vélo  
 préparer le dîner  
 aider mes parents  
 laver la voiture  
 nettoyer le garage  
 ranger ma chambre

#### louer un film (to rent a film)



Je vais aller... en ville dans les magasins au centre commercial  
 pour... faire des achats louer un film  
 voir un film rencontrer mes copains assister à un match de foot faire un pique-nique  
 Je vais aller à une boum. Avant la boum, je vais faire des achats. Pendant la boum, je vais écouter de la musique. Après la boum, je vais faire mes devoirs.

→ The verb nettoyer is conjugated like payer:

je nettoie tu nettoies il/elle/on nettoie ils/elles nettoient  
 nous nettoyons vous nettoyez

### B. How to plan your vacation activities:

Qu'est-ce que tu vas faire à Noël? à Pâques pendant les vacances de printemps les grandes vacances cet été  
 Noël Christmas Pâques Easter les vacances les grandes vacances  
 Je vais aller à la mer/à la montagne

### C. Le verbe faire et les expressions avec faire de + nom

VOCABULAIRE Activités sportives	
le sport	Je fais du sport.
le jogging	Nous faisons du jogging.
la natation	Tu fais de la natation?
l'escalade (f.)	J'aime faire de l'escalade.
le ski	Tu fais du ski?
le ski nautique	Anne fait du ski nautique.
la voile	Paul fait de la voile.
la planche à voile	Vous faites de la planche à voile?
le roller	des rollers
le skate	un skate
le snowboard	un snowboard
le VTT	un VTT

→ To describe participation in individual sports or other activities, the French use the construction:

faire	de la / de l' +	ACCENT
le roller	→ faire du roller	
la voile	→ faire de la voile	
l'escalade	→ faire de l'escalade	

### D. Le verbe avoir et les expressions avec avoir

VOCABULAIRE Expressions avec avoir	
avoir chaud	to be (feel) warm
avoir froid	to be (feel) cold
avoir faim	to be hungry
avoir soif	to be thirsty
avoir raison	to be right
avoir tort	to be wrong
avoir de la chance	to be lucky
avoir besoin de + noun	to need
+ adjective	to need to do something
+ noun	to feel like having something to eat or drink
+ adjective	to feel like doing something

Quand j'ai chaud en été, je vais à la plage.  
 Est-ce que tu as froid? Wood ton pull.  
 Tu as faim? Est-ce que tu veux une pizza?  
 J'ai soif. Je voudrais une limonade.  
 Est-ce que les profs ont toujours raison?  
 Mais ne fais pas ses devoirs. Il a tort!  
 J'ai de la chance. J'ai des amis sympathiques.  
 J'ai besoin de vingt dollars.  
 J'ai besoin de travailler.  
 J'ai envie d'une pizza.  
 J'ai envie de faire une promenade.  
 J'ai envie d'aller au cinéma.

### E. Le passé composé (Les verbes réguliers)

The passé composé consists of two words. For most verbs, the passé composé is formed as follows:

FORMS	
PRESENT OF AVOIR + PAST PARTICIPLE	PAST PARTICIPLE
J'ai visité Paris.	J'ai
Tu as visité Québec.	tu as
M/Elle/On a visité un musée.	M/elle/on a
Nous avons visité Dakar.	nous avons
Vous avez visité Genève.	vous avez
Ils/Elles ont visité Monaco.	Ils/elles ont

visité

faire - to do, to make

je fais
tu fais
M/elle, fait
nous faisons
vous faites
Ils/elles font

avoir	to have
J'ai	I have
tu as	you have
il/elle a	he/she has
nous avons	we have
vous avez	you have
Ils/elles ont	they have

The past participle of regular verbs ending in -er, -ir, and -re is formed by replacing the infinitive ending as follows:

VERBS IN -ER	VERBS IN -IR	VERBS IN -RE	PAST PARTICIPLE ENDING	travailler	J'ai travaillé.
-er	-ir	-re	-é	finir	Nous avons fini.
			-i	attendre	Sophie a attendu.
			-u		

### USES

The passé composé is used to describe actions and events that took place in the past. It has several English equivalents.

J'ai visité Montréal.  
*I visited Montreal.*  
 I have visited Montreal.  
 I did visit Montreal.

### F. Le passé composé: Forme négative

Compare the affirmative and negative forms of the passé composé in the sentences below.

**AFFIRMATIVE**  
 J'ai invité Paul. *Je n'ai pas invité Marc.*  
 Éric a vendu sa guitare. *il n'a pas vendu son vélo.*  
*I did not invite Marc.*  
*He did not sell his bike.*

In the negative, the passé composé is formed as follows:

PASSE COMPOSÉ Affirmative	PASSE COMPOSÉ Négative	PAST PARTICIPLE
Je n'ai pas étudié. Tu n'as pas étudié. Elle/On n'a pas étudié. Nous n'avons pas étudié. Vous n'avez pas étudié. Ils/Elles n'ont pas étudié.	Je n'ai pas Tu n'as pas Elle/on n'a pas nous n'avons pas vous n'avez pas Ils/elles n'ont pas	étudié

### G. Quelques participes passés irréguliers

Many irregular verbs have irregular PAST PARTICIPLES. Note the PAST PARTICIPLES of the following verbs.

avoir	eu	Cet hiver, Cécile a eu la grippe qui.
être	été	Moi, j'ai été malade j'étais.
faire	fait	Nous n'avons pas fait nos devoirs.
mettre	mis	Est-ce que tu as mis la table?
prendre	pris	Je n'ai pas pris ton appareil-photo.
voir	vu	Nous n'avons pas vu François après la classe.

▶ The verb être has two meanings in the passé composé. Compare:

Juliette a été malade. *Juliette has been sick.*  
 Elle a été à l'hôpital. *She went to the hospital.*

▶ The passé composé of il y a is il y a eu.

### H. Le passé composé avec le verbe "aller":

The passé composé of aller and certain verbs of motion is formed with être according to the pattern:

#### PRESENT OF ÊTRE + PAST PARTICIPLE

▶ When the passé composé of a verb is conjugated with être (and not with avoir), the PAST PARTICIPLE agrees with the SUBJECT in gender and number.

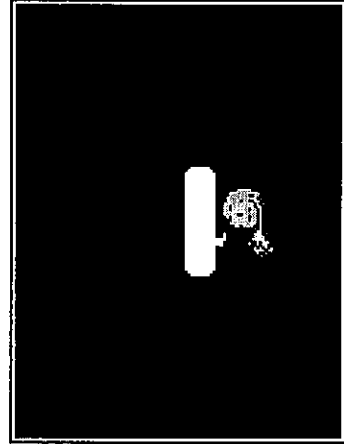
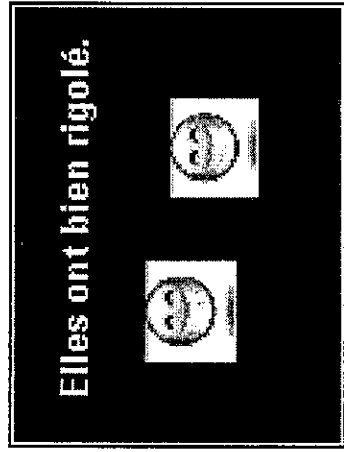
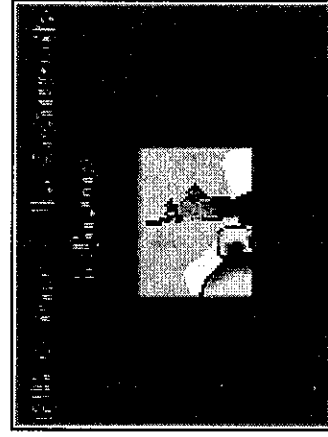
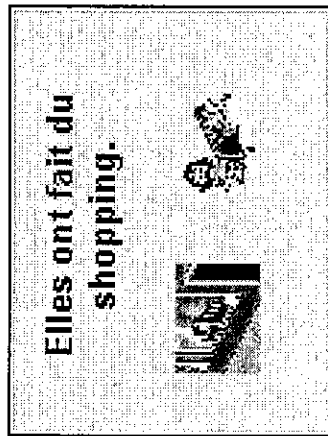
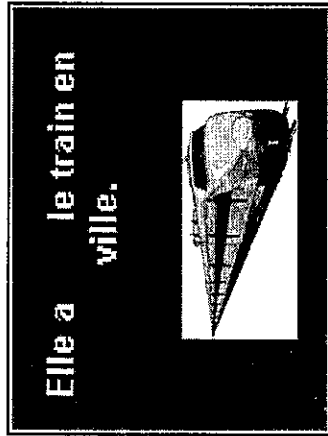
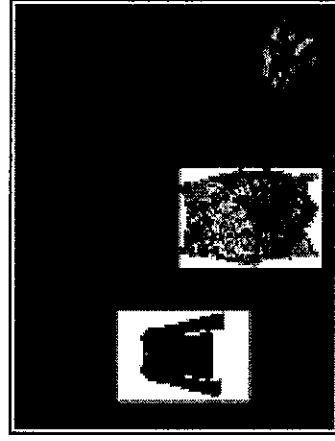
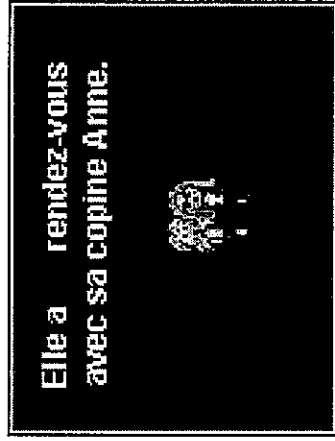
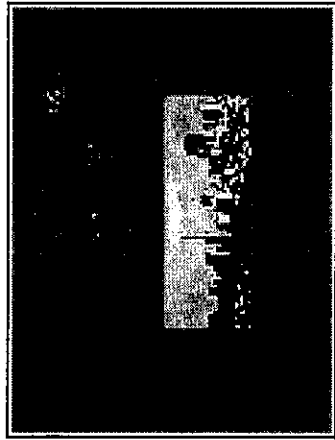
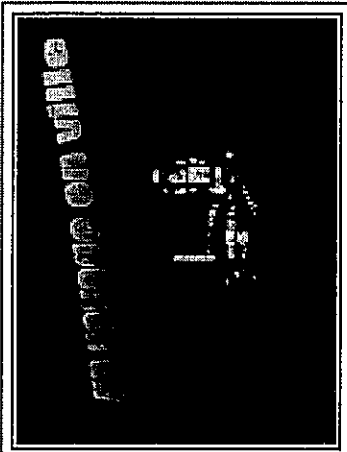
INFINITIVE	PRESENT	PAST PARTICIPLE
aller	je suis allé tu es allé il est allé	je suis allé(e) tu es allé(e) elle est allé(e)
aller	nous sommes allés vous êtes allés ils sont allés	nous sommes allés(e) vous êtes allés(e) elles sont allés(e)
aller	je ne suis pas allé	je ne suis pas allé(e)

### I. VOCABULAIRE: Quelques verbes conjugués avec être au passé composé

INFINITIVE	PAST PARTICIPLE	ENGLISH
aller	allé	to go
arriver	arrivé	to arrive
rentrer	rentré	to return, go back, come back
rester	resté	to stay
venir	venu	to come
monter	monté	to go up, to get on (in)
descendre	descendu	to go down, to get off
partir	parti	to get out
sortir	sorti	to leave
		to go out

Tu es monté(e) la Tour Eiffel?

Oui, je suis monté(e) par ascenseur et  
 Elle est partie hier.  
 Nous sommes sorties avec des copines



## SALSA Supplementary Packet

This packet is designed to support the use of the SALSA DVD as an instructional tool for Spanish in kindergarten and first grade.

### Background provided by Georgia Public Broadcasting

*SALSA is a comprehensive Spanish program for young children featuring puppets, state of the art graphics, animation and a good dose of humor.*

*Instructors do not need to be certified to teach a foreign language to be familiar with Spanish.*

*Each video lesson is preceded by a staff development component that familiarizes the instructor with the content and objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish used in the lesson.*

### Implementation

- Students in Kindergarten will experience Lessons 1 through 12, with an emphasis on vocabulary, discussion questions and lesson activities. The lessons each consist of 15 minute Spanish-only segments for students.
- Students in First Grade will experience Lessons 13-30 with the classroom teacher. The lessons each consist of 20 minute Spanish-only segments for students.
- Cross-curricular REFLEX activities are being provided for Kindergarten and First Grade teachers as a supplement to the DVD videos.
- Additional resources, games , information and activities are available through the website: [www.gpb.org/salsa](http://www.gpb.org/salsa)



# SALSA

## Overview

*SALSA* is an award-winning elementary Spanish language and cultural series that "spices up" the viewing experience of both non-Spanish-speaking and Spanish-speaking children. *SALSA* has a unique ability to capture the imagination of children as they begin to learn Spanish and identify with different cultures. Produced, distributed and operated by Georgia Public Broadcasting, *SALSA* is highly regarded by educators across the country.

## Components

### Videos

- 42 units
  - Brief English/Spanish introduction for teachers and students
  - 30 units with 15-minute Spanish-only segments for students
  - 12 units with 30-minute Spanish-only segments for students
- Based on traditional children's stories like "Goldilocks and the Three Bears"
- Combination of puppets, animation and live field production

### Web Content

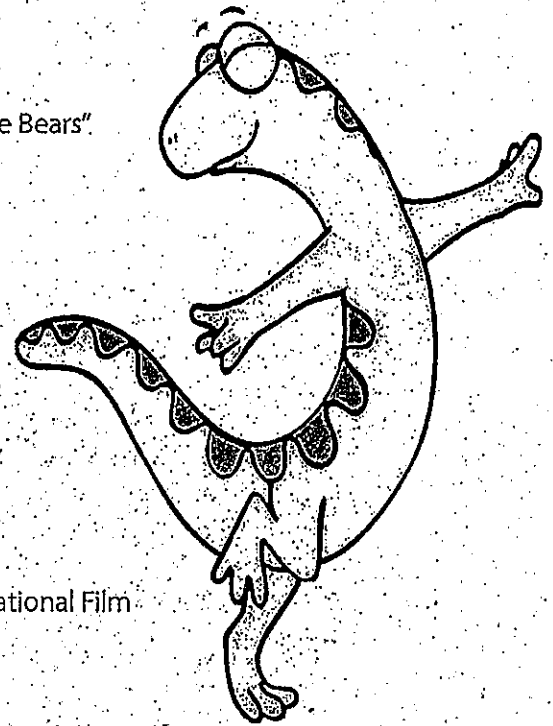
- Activity Guides
- Online English and Spanish scripts
- Reinforcement activities
- Interactive games
- Implementation strategies
- Episode overviews
- Cross-curricular REFLEX activities

## Accolades

- 1st Place for Children's Programming at the prestigious U.S. International Film and Video Festival.
- 4 Southern Regional Emmy Awards
- *Parents' Choice* Recommendation

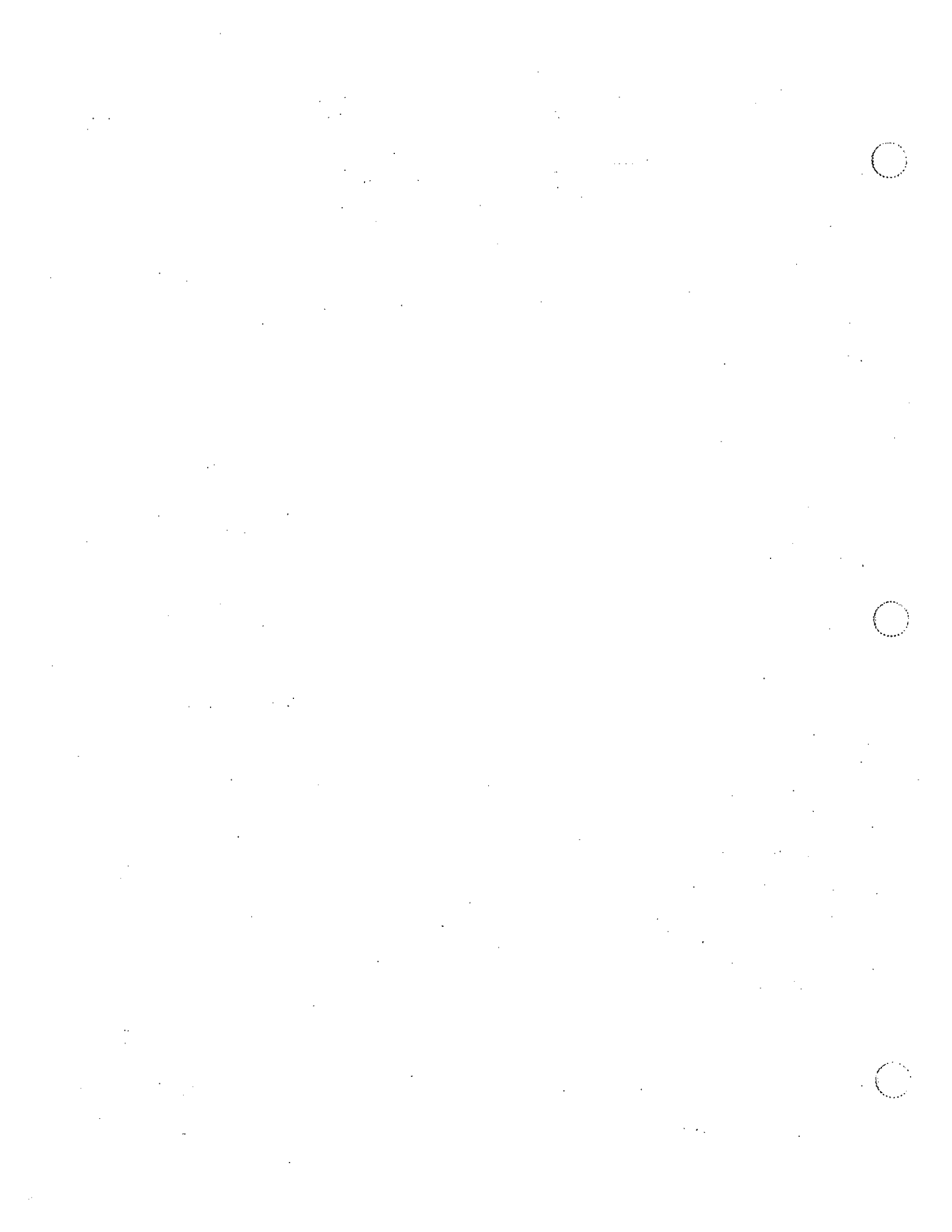
## Research and Review

- Focus of a 3-year Wyoming FLAP grant research project comparing the traditional FLES model to a video enhancement model
- Evaluation of *SALSA* in *Language by Video: An Overview of Foreign Language Instructional Videos for Children* authored by Nancy C. Rhodes & Ingrid Pufahl and distributed by the Center for Applied Linguistics



For more information, visit the *SALSA* website at [www.gpb.org/salsa](http://www.gpb.org/salsa)  
or call the office at 1.888.501.8960.

**GPB**  
EDUCATION





## Making Soup

### Lesson 3:

Focus Vocabulary: caliente-hot    mamá-mother    bebé-baby  
frío-cold    papá-father

#### Discussion Questions:

1. Who is "Ricitos de Oro?" Goldilocks
2. Why don't "los tres osos" (the three bears) want Goldilocks to visit them? because of the events of her previous visit (students provide details)
3. When Goldilocks, "Ratoncito," and "Bebé Oso" made the soup, how many tomatoes did they put in? (3), how many red peppers? (2), how many green peppers? (2), how many bananas? (5).
4. Are the bananas "grandes" or "pequeñas?" pequeñas
5. What is the problem with the soup when it is ready? It is too "caliente." (hot)

#### Activities:

1. Say, "Hola" and then watch SALSA DVD and discuss questions about the story.
2. Show pictures of families and have students name the family members. Use a movement to identify each person; "el papá," make a motion like you are fixing a tie; "la mamá," pretend you are holding a baby and patting its back; "el bebé," pretend you are rocking a baby." These motions can also be used to elicit a response and have the children name the family member.
3. Students tell what they ate for lunch, breakfast, or dinner and say if it was "caliente" or "frío."
4. Review new words with flashcards to end the class.
5. Say, "Hasta luego, clase" and have students say, "Hasta luego" to you.

### Lesson 4:

#### Activities:

1. Greet class with, "Hola, clase." Watch SALSA DVD and have students say the focus vocabulary words as they come up in the program.
2. Display flashcards and have students say the corresponding vocabulary words.
3. Give pairs of students small pictures of family members and pictures of something that is hot and something that is cold. Say a focus vocabulary word and the students show the corresponding card.
4. Students identify the vocabulary in the displayed flashcards as they are removed from the board.

#### Suggested Extension Activities:

1. Use Spanish vocabulary to tell the names of their "papá," "mamá," or "bebé."  
Example: Teacher says: "el papá," "la mamá," "el bebé," one word at a time.  
The student repeats the word and says the name of that member of his or her family.
2. Play "Caliente y Frío" (Hot and Cold) game. Hide an object, and the class says, "caliente" or "frío" as a student searches for the object in the classroom.
3. Show flashcards with large or small pictures of family members or numbers.  
Students state if the family member or number is "grande" or "pequeño."
4. Show flashcards with numbers of different colors. Students state the color of the number on the flashcard.
5. Compare and contrast traditional and Salsa versions of "Goldilocks and the Three Bears." Create Venn diagram.

## The New Chair

### Lesson 5:

Focus Vocabulary: cuatro-four      rojo-red      verde-green  
cinco-five      azul-blue

#### Discussion Questions:

1. Which piece of furniture did "Ricitos de Oro" and "Ratoncito" have to fix?  
-la silla de Bebé Oso (Baby Bear's Chair)
2. Which color did "Bebé Oso" want for his chair? azul (blue)  
Which color did "Ratoncito" want? rojo (red) "Ricitos de Oro? verde (green)
3. What food did "Mamá Osa" offer to the children after they fixed the chair?  
el pastel (cake)  
What size piece did "Bebé Oso" want? pequeño "Ricitos de Oro?" grande

#### Activities:

1. Show the SALSA DVD and then have students answer the discussion questions.
2. Use number flashcards to review counting from 1 to 3 and then students continue with numbers 4 and 5. Students count and show their fingers as each card is shown. They can also count from 1 to 5 as each child stands up. Continue counting until everyone is standing. Then count from 1 to 5 as each of the children sits down.
3. Show flashcards representing the colors red, blue, and green and have students touch or point to something in the room and say one of the colors.
4. Review new vocabulary with flashcards.

### Lesson 6:

#### Activities:

1. Show SALSA DVD and say the focus vocabulary words with the program.
2. Use number flashcards and pictures of different colored objects to review words.
3. Students work in groups of four. Give students small pieces of paper or manipulatives that are red, blue, or green. They sort the objects by color, name each color, and then count how many of each color they have. Each groups states its results to the class.

#### Suggested Extension Activities:

1. Give students a red, blue, and green card. They will hold up the correct card when the color is stated in Spanish by the teacher.
2. Do the above activity with number cards from 1 – 5.
3. After a few rounds in each of the above activities, students can say the number or color to be shown. Students can also do these activities independently in pairs, taking turns naming and showing the colors and numbers.
4. Classify objects into groups of red, green, and blue ("rojo, verde, azul"). Prepare boxes covered in each color paper. Distribute objects that are red, green, or blue. Say the color of a box. Students bring up objects of that color, say the name of the color, and place their object in or near the corresponding box.
5. Use colors and numbers to name table groups, reading, or math groups.
6. Use number words to count students, objects around the classroom, etc. during daily routines and during math class, calendar activities, or do now's.
7. Use color words to describe objects around the classroom.
8. Use color words to have children line up according to their clothing.
9. Play music and have children count to 5 as they hop, clap, skip, etc. to the music.

## Hide and Seek

### Lesson 7:

Focus Vocabulary: rojo-red verde – green azul - blue

#### Discussion Questions:

1. Who is the first person chosen to be "IT" in the game of hide and seek?  
Bebé Oso
2. Who is sleeping under the newspaper? Papá Oso
3. Why did "Bebé Oso" and "Ratoncito" think that they found "Ricitos de Oro" in "la cama" of "Bebé Oso?" They thought they saw her yellow hair.
4. What did they really find in "la cama?" a piñata
5. What color was the bowl where "Salsa" was hiding? verde (green)

#### Activities:

1. Greet class with, "Hola, clase" and they answer, "Hola, ...."
2. Show SALSA DVD and discuss questions about the story.
3. Use all flashcards to review numbers, family, color, and adjective vocabulary.
4. Display five vocabulary flashcards. Put a number near each one. Say a vocabulary word. Students say the number of that flashcard and hold up their fingers to show which card was named. Switch cards after each round to include all the words.

### Lesson 8:

#### Activities:

1. Greet class and show the SALSA DVD.
2. Review vocabulary with flashcards.
3. Display a bag containing objects, paper, or manipulatives that are red, blue, or green. Students come up, pick an object, and then identify the color of the object. The rest of the class says, "Sí" or "No" to tell if the child has named the correct color.
4. Show a red object. Say "tres" and tell students to clap that many times for the color red. Assign numbers for blue and green objects. Students count aloud as they clap the corresponding number of times as different colored objects are shown.

#### Suggested Extension Activities:

1. Have students vote on their favorite color, using only "rojo," "azul," or "verde." Count the votes, using numbers in Spanish as much as possible, and name the colors in order of popularity. Make a bar graph to show the results.
2. Give multi-colored objects to pairs of students. The teacher says "dos rojos, cuatro verdes," etc. They show two red objects, four green objects, etc.
3. After a few rounds, students can give instructions to the group.
4. Students work in pairs and take turns saying and showing each other different numbers of red, blue, and green objects.
5. Use "hola" and "hasta luego" when students enter and leave the room and when beginning and ending Spanish lessons.
6. Continue to use color and number words in daily activities and lessons.
7. Use words "grande" and "pequeño" to describe objects in the classroom or objects described in other content areas, such as reading or science.

## The Birthday Party

### Lesson 9:

Focus Vocabulary: amarillo-yellow · gracias-thank you · la piñata-the piñata

#### Discussion Questions:

1. Whose birthday is it and how old is he? Bebé Oso, cinco (5)
2. What does "Bebé Oso" want for his birthday? un perrito-a puppy
3. Why don't "Papá Oso" and "Mamá Osa" want to get a dog?  
"Papá Oso" is afraid it will ruin his newspaper. "Mamá Osa" worries about her chair.
4. How does the piñata break and what is inside it? "Salsa" cuts the string. candy
5. Is "Bebé Oso" happy at the end of his party? Why? yes He gets a puppy.

#### Activities:

1. Watch SALSA DVD and answer discussion questions.
2. Review colors and add "amarillo" to the flashcards. Point out objects in the room or things that children are wearing that are yellow.
3. Show a picture of "la piñata" to the students and have them say the word. Then give the picture to different students and have them say, "Gracias."
4. Have students hand each other a pencil, a book, an eraser, or other object at their desks and respond with, "Gracias."
5. Show color flashcards to review colors and reinforce "amarillo."

### Lesson 10:

#### Activities:

1. Show SALSA DVD and encourage students to say the words they have learned along with the program.
2. Use flashcards to review vocabulary and reinforce new words.
3. Give different colored papers or manipulatives to pairs of students. Say a color and have students show the corresponding paper or object.
4. Have three or four students collect the materials and say, "gracias" as the other children give them the papers or objects.

#### Suggested Extension Activities:

1. Pairs of students take turns using color words and "gracias." They ask each other for objects of different colors. For example: Student A – "Dame verde." Student B will hand them a green object. Student A responds – "Gracias."
2. Students who are able can ask for different numbers of objects: "Dame tres rojos," "Dame cinco verdes," (Give me three reds, Give me five greens).
3. Use "gracias" (thank you) during daily activities.
4. Discuss birthday parties and compare their parties with the party seen on the SALSA video. Create Venn diagram. Mention the custom of "la piñata."
5. Put on music and have children count as they clap, jump, walk, or hop to the rhythm.
6. Use colors to describe children's clothing, pictures, or other objects around the room or the school during the course of daily activities.
7. Throw red, blue, green, or yellow beanbags to the students. As they catch the beanbag, they say the color in Spanish.

## Too Many Cooks

### Lesson 11:

Focus Vocabulary: el perro-dog      el chocolate-chocolate  
la banana- the banana  
la manzana- the apple

#### Discussion Questions:

1. Who is "Señor Loco?" a chef who has a cooking show on television
2. What does "Señor Loco" prepare? el chocolate- hot chocolate
3. Why do "el perro" (the dog) and "Ricitos de Oro" (Goldilocks) go for a walk?  
The hot chocolate is "muy caliente." very hot
4. What happens while they are gone? "Ratoncito" adds "la manzana" (an apple), "Armadillo" adds "la banana" (a banana), Bebé "Oso" adds grapes, and the sock puppet adds a shoe.
5. How does "el chocolate" taste? terrible
6. How does the problem get solved? "Mamá Osa" brings new "chocolate" and churros. (Spanish pastry)

#### Activities:

1. Review greetings and show SALSA DVD. Discuss details of the story.
2. Use flashcards to introduce new vocabulary, point out cognates, "la banana" and "el chocolate," and discuss why those words will be easy to remember.
3. Ask children if they have "un perro" and have them say the name of their dog.
4. Show pictures of large and small dogs, apples, bananas, and hot chocolate.
5. Ask students to identify each picture and then say if it is "grande" or "pequeño."
6. Offer a choice when necessary, for example: Is this "el perro" or "la manzana?"
7. Students identify flashcards and repeat the focus vocabulary words.

### Lesson 12:

#### Activities:

1. Show SALSA DVD and have students say the vocabulary words as they watch.
2. Show flashcards to review colors, numbers, and new vocabulary words.
3. Students state the color of the apple and the banana.
4. Display flashcards or models of the focus vocabulary words. A student comes up to the front, and the teacher says one of the words. The student hands him/her the appropriate card and the teacher responds, "Gracias." After a few rounds, have two students come up and do the same dialog with one of the children taking on the teacher's role. (Other flashcards can be included to review vocabulary from earlier lessons.)

#### Suggested Extension Activities:

1. Ask children if they like the new foods, "la banana, la manzana, el chocolate." Ask if they ate any of the foods at breakfast, lunch, or dinner. Children answer "sí" or "no."
2. Students work in pairs. They get several pictures of the focus vocabulary words. They hold up a picture of an apple, a banana, or hot chocolate as per instructions.
3. Show flashcards with multiple pictures of new vocabulary and count the objects.
4. Show flash cards with different colored apples or bananas. Students name colors of the fruits.
5. Distribute a sheet with pictures of apples, bananas and other red, green, or yellow fruits. Label fruits with color words and students color according to the labels.

## Unit 2 – STORY – “Little Red Riding Hood”

### Little Red Riding Hood

#### Lesson 13:

Focus Vocabulary: la abuela- the grandmother me gusta- I like or I like it  
el lobo- the wolf

#### Discussion Questions:

1. What is “Señor Lobo” allergic to and what happens when he is near it?  
flowers; He sneezes many times.
2. Why does “Señor Lobo” want to go to “la Abuela’s” house?  
He is hungry and wants the food in “Caperucita Roja’s” basket?
3. Who is “la Abuela?” the grandmother
4. Who tells “el policía” that “Señor Lobo” is at “la Abuela’s” house?  
“Salsa,” the salamander

#### Activities:

1. Watch SALSA DVD and do discussion questions with the group.
2. Show flashcards for “el lobo” and “la abuela” and students say the words.
3. Show a color or food flashcard representing previously-learned vocabulary.  
Encourage students to say the word and then say, “Me gusta” or “No me gusta.”
4. Pictures of other foods or objects can also be used to help students state preferences.

#### Lesson 14:

#### Activities:

1. Show the SALSA DVD. Remind students of focus vocabulary and have them repeat the words as they appear in the program.
2. Distribute pictures of “el papá,” “la mamá,” “el bebé,” “la abuela,” and “el lobo” to pairs of students. Say the name of a family member and students show the corresponding picture.

#### Suggested Extension Activities:

1. Give students pictures of a small wolf and a large wolf. Give oral directions and they hold up the appropriate picture. In addition, give the students pictures of different numbers of wolves. Say commands such as, “Hold up ‘dos lobos.’” (two wolves)
2. Do the above activity with pictures of family members and food vocabulary.
3. Compare the traditional “Little Red Riding Hood” with the SALSA version. Create a Venn diagram to compare each story.
4. Students show objects, colors, foods, or books that they like during the course of classroom activities. As they touch the object, they say, “Me gusta” or “No me gusta.”
5. Students work in pairs to practice vocabulary. Give them small pictures of family members, numbers, colors, or animals. They say the name of one of their pictures and their partner gives them the picture. They say, “Gracias,” and then reverse roles until all the pictures have been used.
6. Give children small paper puppets of family members, “el perro,” or “el lobo.” They work in pairs and each takes a puppet. They say the following dialog:  
Student A: “Hola, papá.” Student B: “Hola perro.”  
Student A: “Me gusta la banana.” Student B: “Me gusta el chocolate.”  
Student A: “Hasta luego, papá.” Student B: “Hasta luego, perro.”  
Children can practice until they have taken the roles of all the family members and animals. This activity can also be done using color words to state preferences.

## Disguises

### Lesson 15:

Focus Vocabulary: los dientes- the teeth los ojos- the eyes

Discussion Questions:

1. When "Señor Lobo" appears at "la Abuela's" house, how is he dressed and what is he selling? He is dressed as a little girl and he is selling "el chocolate."
2. What fruit does "Señor Lobo" want after he sings? la manzana – the apple
3. What does "la Abuela" ask him to do when he comes disguised as a cleaning lady? She asks him to clean the chair and the plate and to make the bed.
4. How do they know he is not really a cleaning lady? They see his "dientes."
5. What does "la Abuela" give "Señor Lobo" at the end? la banana

Activities:

1. Show SALSA DVD and work on discussion questions.
2. Review "el chocolate," "la manzana," and "la banana." Have students say the color of "la manzana" and "la banana."
3. Show pictures of "los ojos" and "los dientes" and have children point to their eyes and teeth as they say the words.
4. Show pictures of "los dientes/los ojos grandes" and "los dientes/los ojos pequeños." Children say the body part and say if it is big or small.

### Lesson 16:

Activities:

1. Show SALSA DVD and have children say the focus vocabulary and the familiar vocabulary with the program.
2. Show pictures of monsters with different numbers and colors of eyes and teeth. Each monster has a name. Teacher describes one of the monsters using familiar color and number words. Students say the name of the monster.
3. The teacher names a monster and says "los ojos" or "los dientes." The students then state the color or number of that monster's eyes or teeth.

Suggested Extension Activities:

1. Students follow oral commands to play "Simón dice" (Simon says), touching "los ojos" (eyes) or "los dientes" (teeth) or doing other actions a certain number of times.
2. When doing graphs or tally charts in math, create a tally chart, grouping children by the color of "los ojos": "azul" (blue), "verde" (green), "café" (brown). (The word for brown will have to be added.)
3. Distribute a picture of eyes to the students. They color in the eyes according to their own eye color. Make a chart on a bulletin board or large paper with the headings, "azul," "verde," "café" and have the students place their "ojos" under the appropriate column. Tell which is the most popular eye color in the class and count the results.
4. Students draw monsters and label "los dientes" and "los ojos." They write color and number words in Spanish to describe their creatures. The pictures should be saved so that other body parts can be added and labeled as they are presented in the SALSA programs.
5. Have children put a finger on "los ojos" or "los dientes" when they are instructed to get quiet and pay attention during daily activities.
6. Children use the word "el diente" to show when they loose a tooth.

## **Manners**

### **Lesson 17:**

Focus Vocabulary: por favor— please sí— yes no- no las manos- the hands

Discusión Questions:

1. At the beginning of the program what are "Armadillo" and "el lobo" fighting over?  
el helado (ice cream)
2. What does "Señor Lobo" pretend to be in order to get into "la Abuela's" house?  
a hungry old man
3. What are "Caperucita Roja," "la Abuela," and "el policía" eating? hamburgers
4. What does "Señor Lobo" have to wash? los pies (the feet), las manos (the hands)
5. What do they want "Señor Lobo" to say before he can eat? por favor (please)
6. What happens to "Señor Lobo?" He eats too much, gets sick, and has to be taken out on a stretcher.
7. Which gift is a problem for him and why? the flowers He is allergic to them.

### **Activities:**

1. Watch SALSA DVD and answer discussion questions.
2. Use flashcards to review "los dientes" and "los ojos" and introduce "las manos."
3. Say a word and have students show that part of their bodies.
4. Give students a picture of "los dientes," "los ojos," or "las manos." Put up signs with each of the words. Each child stands up, holds up his or her picture, and says the word. They go and stand under the correct sign. Count in Spanish to say the number of students in each category. (Use Spanish numbers up to 5. Students who know how to count further can use the numbers in Spanish.)
5. Have a student collect the pictures in each group. They say "por favor" and "gracias" as they ask their classmates for the pictures.

### **Lesson 18:**

#### **Activities:**

1. Show SALSA DVD and students say the familiar vocabulary with the program.
2. Display pictures of body parts. (Family members and color flashcards can also be added to the game.) Students come up and teacher asks, "Los dientes, por favor." Each student hands him/her the picture of the teeth and he/she says, "Gracias."
3. After few rounds, have pairs of students come up and act out the dialog.

#### **Suggested Extension Activities:**

1. Play the "Simón dice" (Simon says) activity, adding "las manos" (hands).
2. Students will role play in pairs using pictures of familiar vocabulary. Give pairs of students pictures of the body parts. (Pictures of colors, family, foods, or numbers can also be included.) Students use "por favor" and "gracias" to ask for different pictures.
3. Use "por favor" and "gracias" during daily classroom routines.
4. Encourage children to use "sí" and "no" to answer questions during the day.
5. Continue to say, "Hola" and "Hasta luego" to greet children in the morning and at the start of the Spanish lessons, as well as when saying good-bye in the afternoon and at the end of the Spanish lessons.
6. Students add "las manos" to their monster pictures and label the color(s) and number of hands.
7. When reminding children to raise their hand to speak, use the word, "la mano."

## Gutbusters

### Lesson 19:

Focus Vocabulary: la cabeza- the head la nariz- the nose

#### Discussion Questions:

1. What is the problem with "Señor Lobo?" He ate too many hamburgers and his stomach is very big.
2. What are "la cabeza" and "la nariz?" the head and the nose.
3. What exercises does "la Abuela" have him do? run, lift weights, do aerobics with a show on television
4. What happens when "la Abuela" serves food to "Caperucita Roja" and "Señor Lobo?" He only gets small portions because he is still too fat.
5. What happens to "Señor Lobo" at the end of the episode? la piñata falls on his cabeza

#### Activities:

1. Watch SALSA DVD and discuss details of the story, using the questions above.
2. Use flashcards or puppets to review body parts and add "la cabeza" and "la nariz."
3. Show students pictures of the body parts. Ask, "¿la nariz?" Students say, "sí" or "no," and say the correct word if they answer "no."
4. Say a body part and children point to that part of their bodies. Children can also do this activity as they move to the rhythm of music from a Spanish-speaking country.

### Lesson 20:

#### Activities:

1. Watch SALSA DVD and have students say the familiar words along with the story.
2. Use flashcards to review body parts.
3. Students work in pairs. Each student takes a turn saying a body part, and his/her partner points to that part of his/her body.
4. Give pairs of students picture cards of body parts vocabulary. They hold up the appropriate card as instructed by the teacher. After a few rounds, students can state the body part.

#### Suggested Extension Activities:

1. Students will follow oral commands to play "Simon dice" by touching "los ojos" (eyes), "los dientes" (teeth), "las manos" (hands), "la nariz" (nose), "la cabeza" (head).
2. Students will add head and nose details to their creatures. They continue to describe the monsters with color and number vocabulary. They can work with a partner, show their pictures, and describe their monster to their partners.
3. Play music and students tap in rhythm on a part of their bodies indicated by the teacher or other student. They can tap a certain number of times and count in Spanish as they tap the familiar body parts.
4. Point out body parts in Spanish when learning about animals in reading stories or science.
5. Act out some of the exercises done by the characters in the SALSA DVD and count in Spanish as the class does each activity.
6. Continue with greetings and courteous expressions during the course of daily activities.

## Little Blue Riding Hood

### Lesson 21:

Focus Vocabulary: los dientes- the teeth      Me gusta- I like or I like it  
los ojos- the eyes  
la nariz- the nose

### Discussion Questions:

1. Who is telling the story of "Little Red Riding Hood? Bebé Oso and Ratoncito
2. What is different about the main character? She is Little Blue Riding Hood
3. Where does the story take place? in the forest
4. What does "Caperucita Azul" have in her basket? a hamburger and french fries
5. What happens when "Caperucita Azul" picks the flowers? The bees chase her.
6. What happens when she gets to "la Abuela's" house? She is safe, but then the bees knock on the door, get in the house, and chase her, "la Abuela," and "Señor Lobo" out the door.

### Activities:

1. Show SALSA DVD and discuss story details.
2. Use flashcards or puppets to review body part vocabulary and colors.
3. Show pictures of a hamburger, french fries, and other foods. Students point to the foods and say, "Me gusta" or "No me gusta."
4. Show pictures of big and small body parts. Students identify each flashcard using body parts vocabulary and "grande" or "pequeño." ("la nariz grande," "los ojos pequeños")

### Lesson 22:

#### Activities:

1. Show SALSA DVD and say the familiar words with the program.
2. Review body parts using flashcards or puppets.
3. Display words and pictures for body parts. Students come up and match the words and the pictures. ("la cabeza," "los ojos," "los dientes," "la nariz," "las manos")
4. Mix up words and pictures and turn them over. Students take turns coming up to turn over the cards and try to match the words and pictures.
5. Say body parts and students point to the parts on their bodies as the flashcards are removed from the board.

#### Suggested Extension Activities:

1. Give pictures of large and small body parts to pairs of students. Children will hold up appropriate picture as stated by the teacher or other student.
2. Children state what they ate for breakfast or lunch. Other students say, "Me gusta" or "No me gusta," when asked if they like that food.
3. Children make paper bag puppets and identify the body parts as they put them on their puppets.
4. Encourage students to use "por favor" and "gracias" when they hand out papers or do their jobs in class.
5. Continue to use colors to have students line up for special, dismissal, or other activities.
6. Students compare story of "Caperucita Azul" with the story of "Little Red Riding Hood." Ask them if they like the new story. Create a Venn diagram to show the similarities and differences and reinforce vocabulary when discussing story details.

## The Wolf's Share

### Lesson 23:

Focus Vocabulary: los amigos- the friends las papas fritas- french fries

#### Discussion Questions:

1. Why are "Armadillo" and "Bebé Oso" fighting? They both want the banana.
2. What happens to the banana? It is squashed.
3. What does "la Abuela" give "Caperucita Roja" as she leaves? a basket with apples, grapes, and bread
4. What does "Caperucita Roja" dress up as to try and trick "Señor Lobo?" a monster
5. How does he figure out that she is not a monster? He sees "las manos" (hands).
4. How do "Caperucita Roja" and "Señor Lobo" become friends? They share foods that they both like; french fries, grapes, apples, and hamburgers.

#### Activities:

1. Show SALSA DVD and discuss story details. Have students tell when they shared or did something special for someone and made a new friend.
2. Show pictures of food, have students name the food, and say, "Me gusta" or "No me gusta." Emphasize and reinforce "las papas fritas."
3. Show pictures of "los amigos" and ask students to name their friends and say "los amigos" (boys) or "las amigas" (girls) as they say the names.
4. Review new and familiar vocabulary with flashcards.

### Lesson 24:

#### Activities:

1. Show SALSA DVD and have students repeat familiar vocabulary words as they appear in the story.
2. Use flashcards to review food vocabulary.
3. Distribute small pictures of food: "la manzana," "la banana," "el chocolate," and "las papas fritas" to pairs of students. They ask each other for a food using "por favor" and "gracias," each child taking a turn at asking and giving the foods. Ex.: "la banana, por favor." When they get the picture, they can say, "Gracias, amigo/a."

#### Suggested Extension Activities:

1. Students make a chart with "Me gusta" and "No me gusta" at the head of each column. They list the foods they like or dislike in the appropriate columns and draw a picture to represent each food: ("la manzana" (the apple), "la banana" (the banana), "el chocolate" (chocolate), and " las papas fritas" (french fries).
2. Look at artwork/portraits from painters such as Pablo Picasso or Frida Kahlo. Students point out body parts in the paintings. They can draw a face or body in the style of one of the painters.
3. Students work in pairs. They have small pictures of the food words. They ask each other for different amounts of foods. Ex.: "Dos manzanas, por favor." When the partner gives two pictures of an apple, they say, "Gracias." They continue to take turns to practice number and food vocabulary.
4. Play music from a Spanish-speaking country. Students move and count to the rhythm.
5. Use Spanish vocabulary throughout the day. Ask children if they like something, have them identify colors, refer to numbers in Spanish during math class, play "Simón dice" to practice body parts, and ask children to name familiar foods.

## Unit 3 – STORY – “The Three Billy Goats Gruff”

### **Three Clever Goats**

#### Lesson 25:

Focus Vocabulary: el monstruo- the monster las orejas- the ears

#### Discussion Questions:

1. What does “el chivo” mean? the goat
2. What do the goats want to do and why? eat pizza, They are hungry.
3. What color are the monster’s “ojos?” verde (green), his “nariz?” rojo (red), his “dientes?” amarillo (yellow) Are his “orejas” big or small? grande (big)
4. Why doesn’t “el monstruo” eat the small and medium-sized goats? They tell him that a bigger goat is coming.
5. Why doesn’t “el monstruo” eat “el chivo grande?” He falls into the water.
6. How many pizzas do the goats eat? cinco (5)

#### Activities:

1. Show the SALSA DVD and discuss the details of the story.
2. Show pictures of various “monstruos” and ask children to say how many of each body part they have and the color and size of each part.

#### Suggested Extension Activities:

1. Students draw a monster and label the body parts. They use color and number vocabulary and include the ears. They can continue with the creature they have been drawing in previous lessons.
2. Review the pizza toppings from the DVD. Children say, “Me gusta” or “No me gusta” as each topping is named. Students can include “la manzana,” “la banana,” and “el chocolate” as well as more common toppings as they state their preferences.
3. Play “Simón dice” and include “las orejas.”

### **Special Delivery**

#### Lesson 26:

Focus Vocabulary: la pizza-the pizza el queso- the cheese el tomate-the tomato

#### Discussion Questions:

1. What do “los chivos” order from the pizzeria? a big pizza with “papas fritas” and a small pizza with “queso y tomates” (cheese and tomatoes)
2. What does “el monstruo” want to catch and what does he catch in this episode? He wants to catch the fish, but he catches a blue shoe and a purple car.
3. How does “la niña” (the girl) get past “el monstruo?” He hates her purple hair and runs to hide under the bridge.
4. What is the problem with the pizza order? The pizza has “la manzana” and grapes, not “el queso” and “los tomates.”

#### Activities:

1. Show SALSA DVD and discuss story details. Discuss the health value of the food combinations shown in the episode.
2. Distribute small pictures of the foods to pairs of students. The teacher names a food and they show the corresponding picture. Students also take turns naming foods.

#### Suggested Extension Activities:

1. Students role play using polite expressions to ask for food.
2. Show pictures of different amounts and sizes of foods. Students name the foods and say how many there are in the picture or whether the food is big or small.

## Quiz Show

### Lesson 27:

Focus vocabulary: el carro- the car morado- purple

#### Discussion questions:

1. What is the name of the quiz show? ¿Qué es? What is it?
2. Who are the contestants? los tres osos, los tres chivos" (the 3 bears, the 3 goats)
3. What is the first prize? the second prize? a purple car, a pizza with cheese, tomatoes, and french fries
4. Who wins the contest? los tres chivos
5. Are the contestants happy with their prizes? no
6. What do they do? They exchange the prizes and they are all happy.

#### Activities:

1. Watch the SALSA DVD and discuss questions about the story. Encourage children to repeat familiar words as they watch the episode.
2. Show color flashcards, review the colors, and add "morado" (purple).
3. Students point to objects around the room and say the color "morado."
4. Show flashcards with cars of different colors. Students repeat, "el carro," and then state the color or number of the cars on each flashcard.

#### Suggested Extension Activities:

1. Distribute papers or objects of different colors to pairs of students. Say a color word and students show the color. Ask for different amounts of colored objects, using numbers 1 through 5.
2. Point out objects or clothing around the room that are purple.
3. Ask children if they like a specific color, and they respond, "Sí, me gusta" or "No me gusta."
4. Make a graph and tally students' favorite colors. Count the number of votes for each color in Spanish.
5. Line up students by color and include "morado."
6. Ask students how many "carros" they have and the colors of their cars. They respond using Spanish vocabulary.

## Monster Mayhem

### Lesson 28:

Focus Vocabulary: el monstruo- the monster las orejas- the ears morado- purple

#### Discussion Questions:

1. Why don't "los tres chivos" eat the pizzas? They are too hot.
2. What does "el monstruo" do at their home? He breaks the car and house and eats their pizzas.
3. Why does he break the car and the house? He does not like the color purple.
4. How do "los chivos" feel when they come back? triste (sad)
5. How do "los chivos" find out who did the damage? Salsa tells them.
6. What does "el monstruo" do to become their "amigo?" He fixes the car and the house and orders more pizzas.

#### Activities:

1. Show the SALSA DVD and discuss the details of the story.
2. Show pictures of monsters with different colored teeth, eyes, ears, noses, and heads. Students identify the monster based on the teacher's description. (Each monster in the pictures will have a name to make identification easier.)
3. Using the same pictures, students use familiar vocabulary to describe each monster.

#### Suggested Extension Activities:

1. Play "Pin the Body Part on the Monster." Students will attach familiar body parts on a large picture of a monster. They identify the body part and its color as they put it on the monster. Children can be creative as to where and how many of each part they put on the picture.
2. Play a game called "I Packed the Bag of 'el monstruo.'" A student begins the game by saying, "I packed the bag of 'el monstruo,'" and in it I put 'la banana.'" He or she puts a picture or replica of a banana in a bag. The next student repeats the sentence with "la banana" and then adds another object to the bag. The game continues as children add to the list while repeating all of the previous objects.
3. After playing the game, students draw and label a picture of what they would pack for "el monstruo." When their drawings are complete, they work with a partner and identify each item they "packed."
4. Ask children to point to familiar body parts as they line up for different activities. For example, they can touch "las orejas" as they get into line. Another activity is to have the teacher say a body part and the children who point to that body part quickly get on line first.
5. Students describe pictures of people or animals presented in reading books or during science lessons by using the names of body parts, colors, "grande," and "pequeño."
6. Play music from Spanish-speaking countries and children point to a body part as they move to the rhythm.

# Happy Birthday, Monster

## Lesson 29:

Focus Vocabulary: contento- happy triste- sad

### Discussion Questions:

1. Why does everyone hide from "el monstruo" in the beginning of the story?  
They are planning a surprise party for him and they don't want him to see the cake or the presents.
2. How old is "el monstruo?" siete (7).
3. Why doesn't he like his cake? It is purple and he does not like purple.
4. Why is he so happy at the end of the episode? He has a pizza "cake," which is too cold for everyone else. He can eat the whole cake himself.

### Activities:

1. Show SALSA DVD and answer discussion questions with the class.
2. Show different flashcards of people who are "contento" (happy) or "triste" (sad). Students say the words and make a face to represent each emotion.
3. Give children file cards with happy or sad faces on them. Present different situations and students hold up the appropriate card and say the emotion. Ex.: How do you feel when you get a new toy? How do you feel when someone is mean to you?

### Suggested Extension Activities:

1. Encourage students to use "contento/contenta" (happy for a male/female) to describe characters in a story or to relate their own feelings during the day.
2. Students divide a paper in two columns and write "contento" or "triste" at the top of each column. They draw pictures of something happy or sad in the appropriate column.
3. Play different types of music and students say if it makes them feel "contento" or "triste." They move to the music in a way that represents each emotion.

## Highway Robbery

### Lesson 30:

Focus Vocabulary: seis- six siete- seven Hacer calor. - It's hot.

### Discussion Questions:

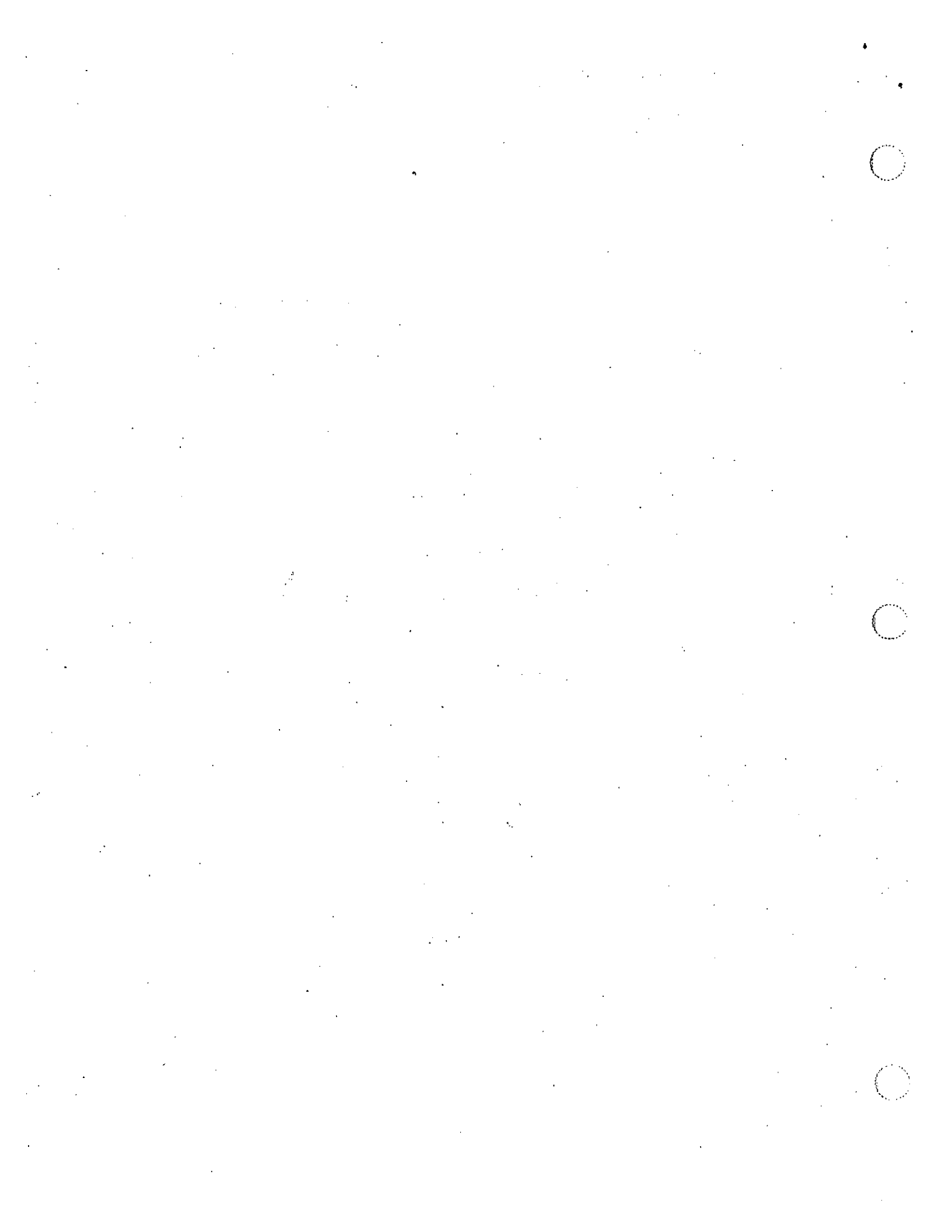
1. What does "Hacer calor" mean? It's hot. (weather)
2. What do "los chivos" want to eat and why? ice cream, It's very hot outside.
3. What does "el monstruo" want from each of the first two goats?  
seven red tomatoes and seven pieces of cheese
4. What does "el monstruo" decide to do? go to get ice cream with "los chivos"
- 5/ How much is the bill and who pays? seven dollars, el monstruo

### Activities:

1. Show SALSA DVD and discuss story details.
2. Show pictures of hot weather and students say, "Hacer calor."
3. Use flashcards to count from 1- 7. Count seven students or seven objects around the room.
4. Give pairs of students file cards with the numbers 1 through 7. Say a number and they show the corresponding card.

### Suggested Extension Activities:

1. Using a blank grid, students create a bingo board with numbers 1-7. Teacher and/or students call out numbers and play bingo.
2. Review the meaning of "hacer calor." Students write "hacer calor" as the title of their papers and then draw pictures of activities they do when it is hot outside.
3. Show pictures of landforms in Spanish-speaking countries or point out Spanish-speaking countries on a map. Have students say whether or not they think the weather is hot in each location. ("Hacer calor." or "No hacer calor.")
4. In conjunction with the map activity, children can name and show Spanish-speaking countries they have visited and describe the weather they experienced.
5. Discuss the weather as part of the daily routine and say whether or not it is hot.
6. Use number vocabulary during math class and in simple addition and subtraction problems.
7. Make little booklets of Spanish vocabulary. Student draw and label pictures of colors, numbers, foods, family members, and body parts in each booklet.



## Vocabulary for Kindergarten

grande – big  
pequeño – small  
Hola – hello  
Hasta luego – See you later  
caliente – hot  
frío – cold  
Mamá- mother  
Papá- father  
Bebé – baby

### Numbers

uno – one  
dos – two  
tres – three  
cuatro – four  
cinco-five

### Colors

rojo- red  
azul- blue  
verde –green  
amarillo- yellow

