

World Language



2021-2022

*School District of Holmen
Holmen, WI*

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Purpose and Introduction

Effective improvements happen when one looks at results from internal and external measures. This Self-Study will:

- Identify key elements of a successful program.
- Analyze the status of the present School District of Holmen's World Language Curriculum in relation to these elements of success.
- Take action by identifying strengths and opportunities for improvement (plus/delta) prior to updating the World Language Curriculum in 2020-2021.



SCHOOL BOARD POLICY
School District of Holmen

District Information



FILE: 330
INSTRUCTION

CURRICULUM DEVELOPMENT AND ADOPTION

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:

- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed. Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and recommended by the Curriculum Council and Board of Education Committee, and approved by the School Board before they are initiated or dropped from the existing program of instruction.

Legal Ref.: WI Statutes 118.01, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)
WI Admin. Code PI 8.01 (2) (k) and (l)
Every Student Succeeds Act (ESSA) of 2015

Cross Ref.: Assessment of Student Achievement, 345
Equal Education Opportunities, 411
Grade Advancement Policy, 345.4
Grading Systems, 345.1
High School Graduation, 345.6
Reading Instruction, 341.1

Approved: March 29, 2005
Revised: October 10, 2012
Approved: November 26, 2012
Revised: April 10, 2018
Approved: May 14, 2018

District Vision Statement

Belong. Serve. Succeed.

District Mission Statement

Preparing students for tomorrow through an engaging and inclusive educational community today.

Focus Areas

- | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus Area #1 | Student Learning: Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future. |
| Focus Area #2 | Fiscal: Provide and sustain the highest level of student learning in a fiscally responsible manner. |
| Focus Area #3 | Workforce: A workforce capable of consistently providing service aligned with achieving the District's Vision and Mission. |
| Focus Area #4 | Customer Stakeholder Engagement: Engage customers in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement. |
| Focus Area #5 | Health & Safety: Foster physical safety, wellness and mental health for District staff and students. Prevent and prepare for crisis situations |

LEARNER OBJECTIVES

Philosophical Foundation:

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

VISION STATEMENT

Belong. Serve. Succeed

MISSION STATEMENT

Preparing students for tomorrow through an engaging and inclusive educational community today.

CORE VALUES

- Empowerment
- Equity
- Excellence
- Integrity
- Safety

STUDENT LEARNING FOCUS AREA:

Each student will succeed in reaching rigorous learning standards as a result of instructors' use of an integrated and comprehensive service delivery model.

The District will achieve this overall Mission by building an organization that involves everyone and challenges everyone to grow.

Administrative Rule Provisions:

Therefore, in the School District of Holmen:

The Learner Will Aspire To:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, world language, health, language arts, mathematics, physical education, reading, science, social studies, and career and technical education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, critical thinking, creative thinking, problem solving, decision making, visualizing, and concept development) that permits them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others through diverse methodology and platforms in an effective, safe, and responsible manner.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences to make them contributing members of a dynamic national and world economy.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible global citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, environmental, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship.

8. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people to empower a just society.

9. Develop artistic awareness.

Students will develop skills and have experiences that enable one to value, reflect upon, and appreciate the arts and the role of arts in our human experience.

Revised: August, 1997
Revised: January 2004
Approved: February 23, 2004
Revised: November 19, 2007
Approved: December 10, 2007
Revised: February 12, 2013
Approved: February 25, 2013
Revised: March 21, 2022
Approved: March 28, 2022

WISCONSIN TEACHER STANDARDS & LICENSURE

Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and then provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner. (See Appendix A for Wisconsin Academic Standards.)

School District of Holmen 2021-2022

SCHOOL BOARD OF EDUCATION MEMBERS

Chris Lau, Vice President, Interim President

Brian Wopat, Clerk

Gary Dunlap, Treasurer

Rebecca Rieber, Member

Jennifer Dieck, Member

Board Vacancy

Allan Fox, Student Representative

ADMINISTRATION

Dr. Kristin Mueller, District Administrator

Kimberly Edwards, Executive Director of Instructional Services

Lacey Sinn, Director of Learning and Assessment

Jill Mason, Executive Director of Student Services

Matt Meyer, Director of Safety and Student Services

Greg Krueger, Executive Director of Information and Technology

Julie Holman, Executive Director of Finance and Operations

Wayne Sackett, High School Principal

Nick Bakke, High School Associate Principal

Ben Johrendt, High School Associate Principal

Ryan Vogler, Middle School School Principal

Britni Walz, Middle School Associate Principal

Guy Turner, Middle School Associate Principal/Activities Director

Nick Weber, Prairie View Elementary Principal

Natalie Morgan, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Rachel Fawver, Evergreen Elementary Principal

Sue Eitland, Associate Principal, 4K and Early Childhood

Mark Englerth, Activities / Athletic Director



School District of Holmen

Department Vision Statement

Vision Statement: We are committed to educating students who are linguistically prepared and culturally aware in order to communicate successfully in a global society.

Mission Statement

In order to achieve our vision, our Department will:

- Follow the national standards for world language learning.
- Communication: Communicate in languages other than English.
- Cultures: Gain knowledge and understanding of other cultures.
- Connections: Connect with other disciplines and acquire information.
- Comparisons: Develop insight into the nature of language and culture.
- Communities: Participate in multilingual communities at home and around the world.

World Language Curriculum Staff

Hannah Evers-Middle School French
Myriam Larson-Middle School Spanish
Valerie Mum Jansen-High School Spanish
Marina Tofstad-High School Spanish
Svetlana Ott-High School French
Christopher Krueger-High School Spanish

Middle School Teachers



Hannah Evers (French)



Myriam Larson (Spanish)

High School Teachers



Valerie Mum Jansen
(Spanish)

Marina Tofstad
(Spanish)

Svetlana Ott
(French)

Chris Krueger
(Spanish)

Administrator & Instructional Services Liaisons:

Kimberly Edwards, Executive Director of Instructional Services
Lacey Sinn, Director of Learning and Assessment

Holmen Middle School World Language Current Program Description and Course Offerings

FRENCH

GRADE 6

EXPLORATORY FRENCH - All 6th grade students will take this class. It meets every other day for one quarter. This course introduces students to the basics of the French language. Students will learn basic expressions used in conversations, the French alphabet, and numbers up to twenty-nine. Students will discover the process of learning to speak a foreign language through games and authentic activities. Students will also get the opportunity to learn about French culture and different French-speaking countries around the world.

GRADE 7

FRENCH I - This elective class meets every other day for one semester. In this course, we will begin by reviewing the skills and content that students learned in Exploratory French.

Students will then learn about the date, time, and school in French-speaking countries. Students will compare and contrast schools in the United States with school in different French-speaking countries, and will learn to express themselves in more detail.

Students will also get an opportunity to “go on a field trip” and explore the monuments that one can visit in France.

GRADE 8

FRENCH II - This elective class meets every other day for one semester. Prerequisite: French I (7th Grade) In this course, students will continue their acquisition of the French language through listening, reading, speaking and writing activities. We will review previous content and delve deeper into the language by learning about weather and free-time activities. Students will be able to compare the activities they enjoy doing with popular activities in French-speaking countries, and will continue practicing expressing themselves

more fluently. This course is strongly recommended for students who wish to continue their study of French in high school.

FRENCH III - This elective class meets every other day for one semester. Prerequisite: French II Students need to earn a passing grade in French II their first semester in 8th grade in order to continue to French III. French III will continue immediately where French II left off by exploring French daily life and culture. In this course, students will learn to talk about what makes up a family and describe the members of their own families. We will explore in-depth methods of writing, reading and speaking in the target language. Students will also have the opportunity to exchange letters online with a middle school class in France. By the end of this course, students who have earned an A or B will have the opportunity to take a placement test that will allow them to begin at the second level of French as freshmen in high school. Students must obtain a score of 86% on the placement test to begin at the second level of French in high school.

SPANISH

GRADE 6

EXPLORATORY SPANISH - All 6th grade students will take this class. It meets every other day for one quarter. Students will learn expressions used in basic Spanish conversation. They will also learn vocabulary related to the calendar, weather, numbers, colors and feelings. We will also talk about some of the Spanish speaking countries in the world and about The Mayan culture. A variety of teaching methods will be used in every course in order to reach every student's skills.

GRADE 7

SPANISH I - This elective class meets every other day for one semester. This is a continuation of grade 6. Conversations will be more detailed and interesting to students. More vocabulary and language structure will be acquired in this course. Students will make projects, prepare and present skits and sing songs in Spanish among other activities.

GRADE 8

SPANISH II - This elective class meets every other day for one semester. Prerequisite: Spanish I (7th Grade) This class is recommended for students who want to continue studying Spanish in High School. This is a continuation of Spanish I. Students will continue their acquisition of the Spanish language in all areas: written, oral, listening and reading.

SPANISH III - This elective class meets every other day for one semester. Prerequisite: Spanish II Students need to earn a passing grade in Spanish II their first semester in 8th grade in order to continue to Spanish III, second semester. Students who complete this course successfully will be able to take an advanced placement test. Students will have the possibility to test out of Spanish I in high school if they obtain the set score (86%). The Spanish culture will be explored in every course. Respect towards cultural diversity will always be emphasized in every class.

Holmen High School World Language Current Program Description and Course Offerings

WORLD LANGUAGE

COLLEGE CREDIT OPTION-TRANSCRIPTED CREDIT

College credit agreements are in place between Holmen High School and the Wisconsin Technical College System and UW system whereby a student will receive Wisconsin Technical College System credit for courses taken while in high school. There is no additional fee for these credits.

Western Technical College Credit Opportunities for World Language Classes taken at HHS

HHS Class	Western Class and Credits Earned
Spanish II	Spanish 1 (3 credits)

Please note: Students that earn a “C” or higher (on Western’s grading scale) will earn both high school and college credit for the course. College credit earned is at no cost to the student.

<u>Course Title</u>	<u>Description</u>
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ELECTIVE COURSES	
FRENCH I Course #: WLFRE1 Credit: 1 Grade: 9-12 Pre: None	French I provides students a foundation in pronunciation, basic conversation, vocabulary, and structure. Students converse about themselves, school, family, and personal preferences. Students learn about foods, songs, games, customs, and cultures of France and other French-speaking countries. Students experience the language and culture through immersion and hands-on activities. NCAA approved.
FRENCH II Course #: WLFRE2 Credit: 1 Grade: 9-12 Pre: French I	French II continues on the emphasis of French I, building on grammar, vocabulary, reading, writing, and conversation. French II expands the students’ ability to handle daily life in French. Students continue to experience the language and culture through immersion and hands-on activities. NCAA approved.
FRENCH III Course #: WLFRE3 Credit: 1 Grade: 10-12 Pre: French II	French III is an emphasis towards independent use of the language. All areas of communication are stressed. Students refine their understanding of grammar in the sense of how sentences, both oral and written, are constructed, and learn how to listen for meaning. The course alternates reading, conversation, listening, writing, and grammar so each skill enhances the other. These skills will be worked upon simultaneously through discussion, reading that focuses on current life in France, and modern literature. NCAA approved.

<p>FRENCH IV Course #: WLFRE4 Credit: 1 Grade: 10-12 Pre: French III</p>	<p>French IV continues to emphasize the independent use of the language in which all areas of communication are stressed. Vocabulary and fluency are increasing steadily as well as the use of tenses in speaking and writing. Students learn about culture, historical periods, and current events through literature and research. NCAA approved.</p>
<p>HONORS FRENCH V Course #: WLHONFRE5 Credit: 1 Grade: 11-12 Pre: French IV</p>	<p>Honors French is designed to develop intermediate-level proficiency in French. Students participating in the course will be able to: comprehend, speak, read and write French at the intermediate level, choose language that is culturally appropriate for a variety of conversational situations. Identify French-speaking countries, regions and territories around the world and understand French Language's influence, analyze literary and cultural texts. Preparation for the UW French placement test is also included. Students will have the option of taking the AP French Language exam. NCAA approved.</p>
<p>SPANISH I Course #: WLSPA1 Credit: 1 Grade: 9-12 Pre: None</p>	<p>Students in Spanish I will be exposed to the basic vocabulary and culture of Spanish-speaking countries. Emphasis is placed on vocabulary and structure. Students will also experience the culture through hands-on activities. NCAA approved.</p>
<p>SPANISH II Course #: WLSPA2 Credit: 1 Grade: 9-12 Pre: Spanish I</p>	<p>In Spanish II, oral communication and writing will be continued as a tool of communication. Development of vocabulary and structure will be emphasized. The students will study, in depth, the Spanish-speaking countries of the world. NCAA approved. Transcribed credit available.</p>
<p>SPANISH III Course #: WLSPA3 Credit: 1 Grade: 10-12 Pre: Spanish II</p>	<p>Spanish III will provide students with continuing opportunities to study structure, vocabulary, and reading. A comprehensive survey of verb tenses will be conducted. Students will use Spanish as a means of communicating in written and spoken forms. NCAA approved.</p>
<p>SPANISH IV Course #: WLSPA4 Credit: 1 Grade: 10-12 Pre: Spanish III</p>	<p>Spanish IV will encompass a broader usage of the oral language for speaking proficiency. The class will be introduced to the literature and culture of the Spanish-speaking world. There will be extensive use of grammar. NCAA approved.</p>
<p>HONORS SPANISH V Course #: WLHONSPA5 Credit: 1 Grade: 11-12 Pre: Spanish IV</p>	<p>Honors Spanish is designed to develop intermediate-level proficiency in Spanish. Importance is put on listening and reading comprehensive and accurate speaking and writing skills. Students will study advanced grammar through music, film, and the works of prominent Hispanic authors. Preparation for the UW Spanish placement test is also included. Students have the option of taking the AP Spanish Language exam. NCAA approved.</p>

6th grade Exploratory French

Unit: Introduce Yourself		Duration: 7 weeks (every other day)
Unit Objectives: <ul style="list-style-type: none"> Students will be able to greet someone, introduce themselves, and provide basic information about themselves. 		
Priority Standards: <ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	Learning Targets: <ul style="list-style-type: none"> Students can greet someone and say goodbye politely in a variety of ways. Students can introduce themselves to someone. Students can say how they are. Students can give personal information such as their age and where they live. Students can list some things they like and don't like. 	
Supporting Standards: <ul style="list-style-type: none"> WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 		

Unit: Alphabet		Duration: 3 weeks (every other day)
Unit Objectives: <ul style="list-style-type: none"> Students will be able to understand and pronounce the French alphabet and accents. 		
Priority Standards: <ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. 	Learning Targets: <ul style="list-style-type: none"> Students can understand a word when they hear it spelled. Students can spell their names using the French letters. 	
Supporting Standards: <ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: Numbers		Duration: 2 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to understand how French-speaking people count 1-20 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.PS.3.c.n1 Name very familiar people, places, and objects using practiced or memorized words and phrases with the help of gestures or visuals. 		<ul style="list-style-type: none"> I can recognize some numbers when I hear them said. I can count how many objects I see in an image.
Supporting Standards:		
<ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: Francophone Countries		Duration: 2 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to recognize and name countries around the world that speak French. 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.PS.3.c.n1 Name very familiar people, places, and objects using practiced or memorized words and phrases with the help of gestures or visuals. 		<ul style="list-style-type: none"> I can list at least five Francophone countries. I can identify some Francophone countries on a map.
Supporting Standards:		
<ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

7th grade French

Unit: Introduce Yourself		Duration: 6 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to greet someone, introduce themselves, and provide basic information about themselves. 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		<ul style="list-style-type: none"> Students can greet someone and say goodbye politely in a variety of ways. Students can introduce themselves to someone. Students can say how they are. Students can give personal information such as their age and where they live. Students can list some things they like and don't like.
Supporting Standards:		
<ul style="list-style-type: none"> WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 		

Unit: Alphabet		Duration: 3 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to understand and pronounce the French alphabet and accents. 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. 		<ul style="list-style-type: none"> Students can understand a word when they hear it spelled. Students can spell their names using the French letters.
Supporting Standards:		
<ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: Numbers		Duration: 3 weeks (every other day)
Unit Objectives: <ul style="list-style-type: none"> Students will be able to understand how French-speaking people count 1-50 		
Priority Standards: <ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.PS.3.c.n1 Name very familiar people, places, and objects using practiced or memorized words and phrases with the help of gestures or visuals. 	Learning Targets: <ul style="list-style-type: none"> I can recognize some numbers when I hear them said. I can say some numbers when I see them. 	
Supporting Standards: <ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: Date & Weather		Duration: 5 weeks (every other day)
Unit Objectives: <ul style="list-style-type: none"> Students will be able to say the date and what the weather is like in different Francophone countries 		
Priority Standards: <ul style="list-style-type: none"> WL.IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts. WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 	Learning Targets: <ul style="list-style-type: none"> I can recognize some weather expressions in a forecast. I can understand some facts about the weather, especially when weather symbols are used. I can say the date when someone asks me. I can say the weather when someone asks me. I can add happy birthday to a social media post. I can say what the weather is like in each season in a pen-pal letter. I can write the date on a simple form. I can write my birthday on a simple form. In my own and other cultures I can identify how people celebrate holidays or festivals. 	
Supporting Standards: <ul style="list-style-type: none"> WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 		

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

8th grade French A

Unit: Numbers		Duration: 3 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to understand and say French phone numbers in the French format 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 		<ul style="list-style-type: none"> I can recognize some numbers when I hear them said. I can say some numbers when I see them.
Supporting Standards:		
<ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 		

Unit: Free Time		Duration: 12 weeks (every other day)
Unit Objectives:		
<ul style="list-style-type: none"> Students will be able to have a short conversation about what they enjoy doing in their free time 		
Priority Standards:		Learning Targets:
<ul style="list-style-type: none"> WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IT.1.c.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations. WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced 		<ul style="list-style-type: none"> I can understand someone's favorite hobbies in written correspondence. I can answer questions about my favorite weekend activities. I can exchange preferences with my friends about what we like or don't like. I can ask and answer questions about hobbies in an online conversation. I can exchange information about what I do for fun with a pen-pal. I can list my favorite free time activities to create a survey for my peers.

<p>or memorized words, phrases, and simple sentences.</p> <ul style="list-style-type: none"> • WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. • WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. 	<ul style="list-style-type: none"> • I can list my weekend activities and who does them with me. • I can write a rank ordered list of my favorite and least favorite free time activities. • I can state some activities which I enjoy. • I can state my favorite free time activities and those I don't like. • In my own and other cultures I can identify how people use their free time and why.
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards:</p> <p>WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> • How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards:</p> <p>WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

8th grade French B

Unit: School Life	Duration: 9 weeks (every other day)
<p>Unit Objectives:</p> <ul style="list-style-type: none"> • Students will understand what school is like in French-speaking countries and will be able to talk about their own school schedule. 	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. • WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. • WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify names of classes and their locations on a class schedule. • I can answer questions about school in an online conversation. • I can compare schedules with a friend to identify who has a harder week ahead. • I can list my classes and tell what time they start and end. • I can state which school subjects are my most and least favorite. • I can fill out a simple schedule. • In my own and other cultures, I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. • In my own and other cultures, I can interpret simple schedules and consider how people think about time.
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 	

Unit: Family	Duration: 9 weeks (every other day)
Unit Objectives: <ul style="list-style-type: none"> Students will be able to explain who they consider to be part of their family 	
Priority Standards: <ul style="list-style-type: none"> WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IT.1.c.n1 Demonstrate understanding of memorized or familiar words when they are supported by gestures or visuals in conversations. WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. 	Learning Targets: <ul style="list-style-type: none"> I can answer questions about who is in my family. I can state the physical or personality traits of myself and my family members. I can name my family members, their ages, their relationships to me, and what they like to do. I can caption a photo with my family members' names, ages, relationship to me, and what they like to do. I can write about what I look like so someone can recognize me. In my own and other cultures I can identify whom people consider to be part of their family.
Supporting Standards: <ul style="list-style-type: none"> WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

French I

Unit: Basic Introductory French communication	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will be able to independently use their knowledge to meet someone appropriately and exchange basic information. Students will be able to describe an ideal classroom.</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Greet and say farewells • When to use tu vs.Vous in a basic conversation • Ask about age and spell names • Use numbers 1-100 and phone numbers • Name body parts • Describe a classroom • Give classroom commands <p>Supporting Learning targets Students will be able to say and understand</p> <ul style="list-style-type: none"> • The days of the week. • The months of year • Weather expressions • Time expressions • How to conjugate verb to have "avoir" • Indefinite articles <p>Cultural Supporting learning target</p> <ul style="list-style-type: none"> • France and Paris • French Revolution • Museums: Louvre and Centre Pompidou • French celebrations
<p>Supporting Standards:Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: Likes and dislikes	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): What do you like to do? Which classmates have similar and different likes than mine? How can you discover the likes or dislikes of others? How to describe what others do for fun?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can::</p> <ul style="list-style-type: none"> • ask what a person likes to do. • say what they like and don't like to do. • use adverbs of frequency • express agreement or disagreement of likes or dislikes. • use conjunction words: mais, ou, et <p>Supporting targets:</p> <ul style="list-style-type: none"> • Conjugate er-verbs • Understand definite articles <p>Cultural Supporting targets:</p> <ul style="list-style-type: none"> • French celebrations • Le parc Asterix • Champs Elysees
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: Personalities and Family	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): How to describe their friends and other people? How to ask what a person's personality traits are? How to respond when someone asks them what their personality traits are? How to describe your family members?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • use personality vocabulary to tell what their personality traits are • ask what others' personality traits are. • describe about their family members • talk about other families • describe family members and the things they have and like to do <p>Supporting targets</p> <ul style="list-style-type: none"> • Adjective and noun agreement • Possessive adjectives • Use verb "etre" to be <p>Cultural Supporting targets:</p> <ul style="list-style-type: none"> • Quebec and its festivals • French celebrations
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: My school and classes	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to tell what their school schedule is like, give opinions about their classes and what supplies they need.</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe their schedule • Name their classes • Times of their classes • Give an opinion of their classes and teachers • Say if they like classes and why <p>Supporting Targets: Students can ...</p> <ul style="list-style-type: none"> • Conjugate verbs ending in -re, -ger, -cer • Use "le" with days of the week <p>Cultural Supporting Targets: Students will</p> <ul style="list-style-type: none"> • Learn about differences between French and American school systems • Compare and contrast school systems • French celebrations
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

French II

Unit: Borrowing and Buying school supplies	Duration: 3 weeks (if not finished in French I)
<p>Unit Objectives (overarching objectives): Students will be able to ask to borrow forgotten school supplies politely and how to lead a conversation at the stationery store.</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Name specific school supplies, their colors, and sizes • Ask about a price and buy something • Express their need and preferences • Make polite requests to borrow an item <p>Supporting targets Students will be able to use</p> <ul style="list-style-type: none"> • Expression avoir besoin • Spell numbers 1-100 and colors • re-Verbs • ger Verbs • le with days of the week • the verbs préférer and acheter • adjectives as nouns • agreement with number <p>Cultural supporting targets: Students will</p> <ul style="list-style-type: none"> • compare American and French school system • Learn about BAC • Explore L'Ouest de La France (Normandie, Bretagne, Pays de la Loire) • Learn about French holidays and celebrations
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: Free time activities		Duration: 4 weeks
<p>Unit Objectives (overarching objectives): What activities do you do in different seasons? How can you invite a friend to hang out together in different situations? How can you politely refuse or accept an invitation?</p>		
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe various weather situations • Describe their pastime activities • Describe their immediate future plans • Invite a friend for an outing suggestion different options depending on the weather conditions and preferences • Ask informational questions • Accept and politely refuse an invitation • Describe what they have just done • Use avoir expressions such as to be hot/cold, sleepy, to feel like, etc. 	
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>		

Unit: Bon appetit	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will be able to describe what they eat for breakfast, lunch and dinner and will be able to defend why their restaurant is better than their partner's.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Offer, accept and refuse food • Ask for food and give an opinion of its taste • Inquire about food and place an order • Ask about prices and pay the check • Create a menu <p>Supporting learning target Students will learn and use:</p> <ul style="list-style-type: none"> • the partitive (special articles du, de la, de l', des - used with food) • -ir Verbs • the verb vouloir (to want) • the verb prendre (to take, especially with food) • the imperative (commands) • the verb boire (to drink) <p>Cultural learning target Students will learn about:</p> <ul style="list-style-type: none"> • French breakfast and school lunches, repas gastronomiques, traditional French dishes • Menu in French restaurants • French painters
<p>Supporting Standards:</p> <p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: On fait les magasins	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will be able to describe what people wear in different seasons and weather.</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • offer and ask for help while shopping for clothes • Comment on different outfits • Describe an outfit noting on material, quality, price • Describe accessories <p>Supporting learning targets Students will learn and use:</p> <ul style="list-style-type: none"> • demonstrative adjectives • interrogative adjectives • the verb mettre • the passé composé of -er verbs • the passé composé of irregular verbs • adverbs with passé composé <p>Cultural learning targets: Students will learn</p> <ul style="list-style-type: none"> • The idea of Haute Couture, requirements for designers' studios • Grands magasins • Sales in France • French holidays and celebrations • Senegal
<p>Supporting Standards: Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit: Les petites histoires sympathiques	Duration: throughout 2nd term
Unit Objectives (overarching objectives): Students will be able to read short stories, answer questions after each story and discuss it with a partner	
Priority Standards: WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations.	Learning Targets: Students can... <ul style="list-style-type: none"> • Read short humorous stories • Answer comprehension questions about a story • Answer questions about themselves • Retell a story to a partner • Write a summary of the story

Unit: World Language Fair	Duration: 5 Days
Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.	
ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?	
Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.	Learning Targets: <ul style="list-style-type: none"> • To identify differences in practices of daily activities. Students will know... <ul style="list-style-type: none"> • How to ask culturally appropriate questions about another person's daily life practices.
Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.	

French III

Unit: À la maison	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will be able to describe in detail furniture and rooms in a house as well as chores done in a household.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Name rooms and give directions to a room location in a house • Describe furniture, decorations and materials in each room • Tell about chores and frequency of performing them • Create in the past tense using Passe Compose • Converse using negative expressions • Ask for permission, give a condition or refuse permission <p>Supporting Learning Targets Students will also be able to ...</p> <ul style="list-style-type: none"> • Use verb pouvoir (be able to) and devoir (have to) • Regular and irregular past participle forms of verbs • Verbs conjugated with “etre” • Verbs dormir, partir, sortir • Verbs ending in “yer” <p>Cultural Supporting targets: Students will</p> <ul style="list-style-type: none"> • Describe and summarize current events • Learn about French landmarks (Les Catacombes, Versailles, L’Arc de Triomphe, Montmartre) • Discuss French holidays and celebrations • Learn about French famous people • Compare and contrast French lifestyle (housing and food)
<p>Supporting Standards:</p> <p>Standard 1 Interpretive Communication WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>Standard 2 Interpersonal Communication WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3 Presentational Communication WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: On fait la fête	Duration:4 weeks
<p>Unit Objectives (overarching objectives): By the end of this chapter students will be able to debate on which holiday/celebration is better. They will be able to plan a celebration describing details of party preparation.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe in detail all major holidays • Wish someone a good time • Write a postcard for a specific celebration with proper wishes • Dramatize a conversation shopping for a gift • Inquire about readiness for a party <p>Supporting targets:</p> <ul style="list-style-type: none"> • Research and summarize non traditional celebrations • Understand and use direct and indirect object pronouns • Confidently use past tense Passe Compose • Use verb offrir <p>Cultural Supporting targets: Students will</p> <ul style="list-style-type: none"> • Describe and summarize current events • Learn about French landmarks (Les Catacombes, Versailles, L'Arc de Triomphe, Montmartre) • Discuss French holidays and celebrations • Learn about French famous people • Compare and contrast French lifestyle (food)
<p>Supporting Standards:</p> <p>Standard 1 Interpretive Communication WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>Standard 2 Interpersonal Communication WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3 Presentational Communication WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: On fait les courses	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): By the end of this chapter students will be able to explain how to make a dish and give directions where to buy ingredients.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Make a cooking show describing steps of making a dish • Tell measurements • Ask about food preparation • Make requests for groceries • Ask and explain where things are at the store <p>Supporting learning targets Students will use</p> <ul style="list-style-type: none"> • Partitive article • Pronoun of location “y” • Learn how to make questions with inversion • Pronoun “en” • Review all object pronouns and their order <p>Cultural Supporting targets: Students will</p> <ul style="list-style-type: none"> • Describe and summarize current events • Learn about French landmarks (Les Catacombes, Versailles, L’Arc de Triomphe, Montmartre) • Discuss French holidays and celebrations • Learn about French famous people • Compare and contrast French lifestyle (food)
<p>Supporting Standards:</p> <p>Standard 1 Interpretive Communication WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>Standard 2 Interpersonal Communication WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3 Presentational Communication WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: Enfin les vacances	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to plan a vacation to a French speaking country.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Slide presentation of the itinerary to a French speaking country • Prepare a traveling list • Make a reservation at a hotel • Give advice what to do and not to do at various destinations • <p>Supporting learning targets: Students will learn:</p> <ul style="list-style-type: none"> • How to say “one should” • What prepositions and articles to use with countries, cities, states <p>Cultural supporting targets</p> <ul style="list-style-type: none"> • Describe and summarize current events • Discuss French holidays and celebrations
<p>Supporting Standards:</p> <p>Standard 1 Interpretive Communication WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>Standard 2 Interpersonal Communication WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3 Presentational Communication WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

French IV

Unit: La vie quotidienne	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to compare and contrast their daily routine with another classmate.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> • Describe their morning and evening routine • Specify what time they do certain activities • Make recommendations to improve certain habit • Express impatience • Compare their routine to see if two partners are compatible roommates • Reminisce of what their routine looked like during past summer or in their childhood <p>Supporting learning targets: Students will understand and use</p> <ul style="list-style-type: none"> • Reflexive verbs in present • Reflexive verbs in past tense Passe Compose • Imperative (commands) with regular and reflexive verbs • Forms of the adjective “tout” • Groups of verbs s’appeler and se lever <p>Cultural Supporting targets</p> <ul style="list-style-type: none"> • French cities (Rennes, Quimper, Saint Malo) • French famous people (Manet, Gaugin, Charles Baudelaire) • Summarize and evaluate current events and their interpretation in France
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. WL.IT.1.c.i4 Identify the main idea in short conversations</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.b.i4 Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: Le bon vieux temps	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to describe their childhood, tell a story from their childhood. Students will also be able to have a debate comparing and contrasting country and city life.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe their life, likes and dislikes when they were children • Tell about their childhood games • Describe sequence of events of a scary, happy, sad story in their childhood • Compare and contrast country and city life • Talk about farm life naming animals and types of terrain <p>Supporting learning targets Students will understand and use</p> <ul style="list-style-type: none"> • L'imparfait (past tense) • The difference in use of Passe Compose and Imparfait • Comparative and Superlative degree of adjectives • Animals, birds and insects <p>Cultural Supporting standards Students will</p> <ul style="list-style-type: none"> • Summarize and evaluate current world events and their interpretation in France • Learn about Senegal, Dakar, history of Ile de Goree and its museums • Recall and discuss French holidays and their history
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. WL.IT.1.c.i4 Identify the main idea in short conversations</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.b.i4 Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: Ma vie en avenir	Duration:2 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to describe their life in the future using Future tense.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Create utopia and dystopia of our life on Earth • Converse about their plans for the future regarding education, family, housing, vacations, etc. <p>Supporting learning standards</p> <ul style="list-style-type: none"> • Students will learn how to form Simple Future form with regular and irregular verbs <p>Cultural learning targets Students will</p> <ul style="list-style-type: none"> • Summarize and evaluate current world events and their interpretation in France • Bison fute
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. WL.IT.1.c.i4 Identify the main idea in short conversations</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.b.i4 Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: Es-tu en forme	Duration:4 weeks
<p>Unit Objectives (overarching objectives): By the end of this unit students will be able to describe how they feel, symptoms of a sickness, give advice and sympathize with a classmate.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Learn body parts and health conditions • Describe how they feel • Complain about their health • Identify which sickness and give advice how to recover • Express sympathy • Research and present about non profit organizations <p>Supporting learning targets: Students will learn and use</p> <ul style="list-style-type: none"> • Subjunctive • Present Conditional • Si- phrases <p>Cultural Supporting targets Students will learn about</p> <ul style="list-style-type: none"> • Health system in France • Medecins sans frontieres • How to get help if sick in France • Summarize and evaluate current world events and their interpretation in France
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. WL.IT.1.c.i4 Identify the main idea in short conversations</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.b.i4 Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p>	

Unit: Novel Le Fantome de l'Opera	Duration: Throughout the course
<p>Unit Objectives (overarching objectives): To read, comprehend, summarize, analyze and discuss characters and plot of the adapted version of the "Phantom of the Opera"</p>	
<p>Priority Standards: Standard 1 Interpretive Communication 1.b Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Read and discuss each chapter of the novel • Learn new words from each chapter • Answer questions after the chapter • Summarize and retell the events of the chapter

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> • How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

French V

Unit: Le retour	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will review and organize their stories across multiple time frames including present, past simple and present perfect.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p> <p>L.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe their recent vacation • Describe an past event using 5 senses • Describe people's likes and dislikes <p>Supporting learning targets Students can use:</p> <ul style="list-style-type: none"> • Present, Passé Composé and L'imparfait • Reflexive verbs in various tenses • Verbs followed by infinitive <p>Cultural learning targets Students will summarize and learn about :</p> <ul style="list-style-type: none"> • Geography of France and famous French cities with their characteristics • France's timeline with important historical events • Current French news
<p>Supporting Standards:</p> <p>WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts. WL.IT.1.c.i5 Identify the main idea and key information in short, straightforward conversations. WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	

Unit: Le monde du travail	Duration: 5 weeks
<p>Unit Objectives (overarching objectives): By the end of this chapter students will be able to role play a mock interview, write their CV and letter of interest for a job posting using polite and formal expressions.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC)— Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p> <p>L.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Make polite request regarding application for job in formal spoken and written language • Call for a phone interview • Write an official letter of interest • Converse about their future career plans <p>Supporting learning targets Students will review and learn:</p> <ul style="list-style-type: none"> • Future Simple • Feminine forms of career-related nouns • Verb group “conduire” • Present Conditional <p>Cultural learning targets Students will read and discuss the similarities and differences between American and</p> <ul style="list-style-type: none"> • French way of balancing work and life • French CV (resume) • French interview behavior • French letter of intent <p>Students will also learn about</p> <ul style="list-style-type: none"> • Famous French women • Inventions and Discoveries (Famous French men) • Current French news
<p>Supporting Standards:</p> <p>WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts.</p> <p>WL.IT.1.c.i5 Identify the main idea and key information in short, straightforward conversations.</p> <p>WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences</p> <p>WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	

Unit: L'amout et l'amitie	Duration: 6 weeks
<p>Unit Objectives (overarching objectives): By the end of this chapter students will be able to describe a personal friendship event, give advice and write about stages of life.</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p> <p>L.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Explain what happened to the friendship with a former friend • Ask for and give advice • Describe good and bad news • Express their emotion when meeting good old friends • Write a biography of a deceased close person • Write and tell in great detail about themselves <p>Supporting learning targets Students will learn:</p> <ul style="list-style-type: none"> • Reciprocal verbs • Past Conditional • Subjunctive • Disjunctive • Verbs plaire and manquer <p>Cultural learning targets Students will learn about:</p> <ul style="list-style-type: none"> • Famous French couples • Geography of Africa, in particular French speaking African countries • Culture of French-speaking African countries • Africa's timeline with important historical events • Fables of Fontaine • Fairy tales by Charles Perrault
<p>Supporting Standards:</p> <p>WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts.</p> <p>WL.IT.1.c.i5 Identify the main idea and key information in short, straightforward conversations.</p> <p>WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> <p>WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences</p> <p>WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	

Unit:Novel Petit Prince	Duration: throughout the course and last 3 weeks
Unit Objectives (overarching objectives): Students will be able to read and comprehend the original novel “Petit Prince”.	
Priority Standards: Standard 1 Interpretive Communication WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts.	Learning Targets: Students can... <ul style="list-style-type: none"> • Read and understand the novel • Answer questions about the story • Write a summary and retell each chapter using new words

Unit: World Language Fair	Duration: 5 Days
Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.	
ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?	
Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.	Learning Targets: <ul style="list-style-type: none"> • To identify differences in practices of daily activities. Students will know... <ul style="list-style-type: none"> • How to ask culturally appropriate questions about another person’s daily life practices.
Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.	

6th Grade Spanish Middle School

Unit 1: Introduce Yourself	Duration: 7 Weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Students will be able to greet someone, introduce themselves, and provide basic information about themselves. 	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Students can greet someone and say goodbye politely in a variety of ways. • Students can introduce themselves to someone. • Students can say how they are.
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life 	

Unit 2: Calendar, colors, numbers 0-10	Duration: 6 weeks
<p>Unit Objectives (overarching objectives): Students will be able to describe weather conditions and days of the week. They will be able to identify the date.</p>	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Describe daily weather • Say what day of the week it is and name the day it is the following day • Say the daily date (month and year) • Identify and name 10 colors and say what their favorite color is • Identify numbers 0-12 and say how old they are
<p>Supporting Standards:</p> <p>WL.CM IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p> <p>WL.CM IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p>	

Unit:3 Emotions	Duration: 6 weeks
Unit Objectives (overarching objectives): Students will be able to recognize different emotions and express their own	
Priority Standards: <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	Learning Targets: Students can... <ul style="list-style-type: none"> • Ask someone how they are feeling • Express how they are feeling
Supporting Standards: WL.CM IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts. WL.CM IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts	

Unit 4: Spanish Speaking countries around the world	Duration:7 weeks
Unit Objectives (overarching objectives): Students will recognize where Spanish is spoken and some of the reasons why.	
Priority Standards: <ul style="list-style-type: none"> • WL.PS.3.c.n1 Name very familiar people, places, and objects using practiced or memorized words and phrases with the help of gestures or visuals. 	Learning Targets: Students can... <ul style="list-style-type: none"> • Identify the 21 spanish speaking countries in the world on a map and pronounce them in Spanish • Say why Spanish is spoken in those countries • Say why English is spoken in the USA
Supporting Standards: <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

7th grade Spanish Middle School

Unit 1: Introduce Yourself	Duration: 7 Weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Students will be able to greet someone, introduce themselves, and provide basic information about themselves. 	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Students can greet someone and say goodbye politely in a variety of ways. • Students can introduce themselves to someone. • Students can say and ask someone how they are feeling. • Students can say and ask someone where they are from and where they live • Students can say and ask someone how old they are
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. • WL.CM IP.2.a.n 1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.CM IP.2.a.n 2 Request, and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • WL.CM.IT.1.c.n3 Demonstrate understanding of familiar questions, and statements from simple sentences in conversations. 	

Unit 2: Calendar, colors, numbers 1-30- weather	Duration: 3 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> Students will be able to describe weather conditions and days of the week. They will be able to identify dates. 	
<p>Priority Standards:</p> <ul style="list-style-type: none"> Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> Describe daily weather Say what day of the week is it and name the day it is the following day, and the day after Say the daily date (month and year) Identify and name 10 colors and say and ask others what their favorite color is Identify numbers 0-30 and say and ask someone how old they are. Say when their birthday is and ask others when theirs is.
<p>Supporting Standards:</p> <p>WL.CM IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p> <p>WL.CM IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>WL.CM IP.2.a.n 1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>WL.CM IP.2.a.n 2 Request, and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	

Unit:3 School subjects and classroom objects	Duration: 3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to name their school subjects and the materials they need for each class. They will also be able to name objects found in the classroom</p>	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. • WL.IT.1.c.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Name what classes they have everyday • Name what they need to bring to each class • Describe materials and other objects that they see in most classrooms
<p>Supporting Standards:</p> <p>WL.CM IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p> <p>WL.CM IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>WL.CM IP.2.a.n 1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>WL.CM IP.2.a.n 2 Request, and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	

Unit 4: telling time	Duration: 3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to tell digital time and name the classes they have in a school day.</p>	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Read digital time • The time it is in other countries • Ask others the time • Say the time they have their core classes and lunch
<p>Supporting Standards:</p> <p>WL.CM IP.2.a.n 1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>WL.CM IP.2.a.n 2 Request, and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	

Unit: 5 Food	Duration: 3 weeks
Unit Objectives (overarching objectives): Students will be able to recognize and name common food vocabulary	
Priority Standards: <ul style="list-style-type: none"> WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	Learning Targets: Students can... <ul style="list-style-type: none"> name at least 15 food items Combine vocabulary in order to describe types of food such as: chicken soup, ham sandwich, etc Compare foods in other cultures Create a restaurant menu that includes different sections of food items such as beverages, salads, soups and sandwiches
Supporting Standards: WL.CC.IC.4.a.n Identify, in my own and other cultures, some typical products related to familiar everyday	

Unit: World Language Fair	Duration: 5 Days
Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.	
ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?	
Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.	Learning Targets: <ul style="list-style-type: none"> To identify differences in practices of daily activities. Students will know... <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.	

8th grade A Spanish Middle School

<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Students will be able to greet someone, introduce themselves, and provide basic information about themselves. • Students will be able to describe weather conditions and days of the week. They will be able to identify dates. 	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • greet someone and say goodbye politely in a variety of ways. • say and ask someone how they are feeling. • Students can say and ask someone where they are from and where they live • say and ask someone how old they are • Describe daily weather • Indicate dates and weather • Identify and name 10 colors and say and ask others what their favorite color is • Identify numbers 0-60 and digital time • Say when their birthday is and ask others when theirs is. • Name what classes they have everyday And materials they need
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.CM.IT.1.c.n3 Demonstrate understanding of familiar questions, and statements from simple sentence conversations. 	
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	

Unit: Personality traits	Duration:4 weeks
Unit Objectives (overarching objectives): Students will be able to talk about their personality traits and describe others' personalities	
Priority Standards: <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	Learning Targets: Students can... <ul style="list-style-type: none"> • Recognize new vocabulary when using cognates • Present descriptions about themselves and others • Understand gender agreement rules
Supporting Standards: <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 	

Unit: School activities and free time	Duration: 3 weeks
Unit Objectives (overarching objectives): Students will be able to talk about they like to do or do not like to do	
Priority Standards: <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases and simple sentences. • WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences 	Learning Targets: Students can... <ul style="list-style-type: none"> • Talk about things they like to do or do not like to do in school and at home • Talk about things they like to do in their free time • Compare with others their likes or dislikes • Compare their likes with children their age in other countries
Supporting Standards: <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

8th grade B Spanish Middle School

Unit: School subjects, daily routines, time	Duration: 6 weeks
Unit Objectives (overarching objectives): Students will be able to talk about daily routines and hobbies.	
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Standard 2 Interpersonal Communication WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and • WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. 	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Talk about things they do or do in school and at home • Talk about things they do in their free time (routines and skills) • Compare their routines and skills with others • Compare what students in other countries do and do not do. • Conjugate verbs correctly • Say what time they do certain activities • Say the classes and school supplies they need • Foods they eat and meal times • Places they go to in order to practice their hobbies or leisure activities
<p>Supporting Standards:</p> <ul style="list-style-type: none"> • WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. • WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. 	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Spanish I High School Two Term Course

approximately two 45 day terms taught in a 90 minute block

Unit 1: Basic Introductory Spanish Communication	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe school, class, and weather in Spanish. How could you reword a conversation with a friend to a conversation with a teacher? What is your favorite time of the year and why? How could you use letters and basic numbers to communicate information about yourself</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Use basic greetings and farewells. • Know when to use tú vs. Usted in a basic conversation. • he days of the week. • The months of year. • Numbers 1-100. • Weather expressions. • Time expressions. • Names of body parts. • Names of classroom objects.
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 2: Likes and Dislikes 1A	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe activities they like to do and do not like to do. Which classmates have similar and dissimilar likes than mine? What people have similar likes and dislikes? How can you discover likes or dislikes of others?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Use vocabulary to tell about activities they like to do and don't like to do. • Express agreement or disagreement of likes or dislikes. Students will know... <ul style="list-style-type: none"> • Vocabulary for activities (infinitives). • The 'me/te gusta' verb form. • The question word 'what?'. • Words for agreement or disagreement of likes. • Conjunction words 'y' and 'o'. </p>
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit 3: Personality Types 1B	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe the personality traits of themselves and others. What are the essential qualities of a good friend? What personality traits make it easier to make new friends? What well known people are examples of positive personality traits and negative personality traits.</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 3: Presentational Communication (PS) -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Use personality vocabulary to tell what their personality traits are and to ask what other’s personality traits are. • Use the verb ‘gusta’ to indicate what personality traits they like and don’t like. Students will know... <ul style="list-style-type: none"> • Vocabulary that describes personality. • Adjective noun agreement. • The present tense verb ‘to be’/ser. • Definite articles. • Indefinite articles. • The ‘le gusta’ verb form. </p>
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit 4: School Day 2A	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe the schedule of a school day and what students do in their classes. What would be an ideal schedule for your school day? What classes will you need to take in order to do what you want to do after high School? What does a student schedule look like in Spanish speaking countries? Which schedule do you prefer?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 3: Presentational Communication (PS) WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Use vocabulary about the school day to tell what classes they and other students have. • Use vocabulary to indicate what classes they like and don't like and why. • Use regular 'ar' verbs to indicate what people do or don't do in their classes. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary related to the school day. • The ordinal numbers 1-10. • The subject pronouns. • The regular present tense 'ar' endings of • 'ar' verbs.
<p>Supporting Standards: Standard 3: Presentational Communication (PS) WL.PS.3.a.n2 Presentational Communications (PS) Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 5: The Classroom 2B	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe a classroom and the locations of the objects inside it. What classroom objects are the same and which are different from when the student started elementary school? What classroom objects that they don't have would help them learn more?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 3: Presentational Communication (PS) WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Use vocabulary to indicate the location of classroom objects. • Use possessive pronouns to indicate what objects belong to whom. Students will know... <ul style="list-style-type: none"> • Vocabulary for classroom objects. • Vocabulary words for location. • The present verb form of 'to be' / estar. • Possessive pronouns. </p>
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit 6: Breakfast and Lunch 3A	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe the foods and beverages that they like and don't like for breakfast and lunch. What is the most disgusting combination of food that you could make for breakfast or lunch? What is the most delicious combination of food that you could make for breakfast or lunch? How do your preferences for food differ with those of Spanish speaking countries? What food or beverage do you wish you could consume for breakfast or lunch that you can't consume currently?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 3: Presentational Communication (PS) -WL.PS.3.b.n2 Presentational Communication (PS) Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Using vocabulary to discuss the foods and beverages that the students and others consume for breakfast and lunch. • Using regular 'er' and 'ir' verbs' to indicate who consumes foods and beverages for breakfast and lunch. Students will know... <ul style="list-style-type: none"> • Vocabulary for foods and beverages for breakfast and lunch. • Vocabulary for frequency or infrequency. • The present verb from 'encantar'. • The present tense verb endings for regular 'er' and 'ir' verbs. </p>
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 7: Health and Dinner 3B	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe food and beverages for dinner and what activities they do to maintain their health.</p> <p>ESSENTIAL QUESTIONS What foods should be eaten to maintain a healthy lifestyle? What activities promote a healthy lifestyle? What are some differences between dietary habits of the United States (mid-West) and those of other Spanish speaking countries?</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 3: Presentational Communication (PS) -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> • Using vocabulary to discuss what students and others have for dinner and why. • Using vocabulary to discuss what healthy activities students prefer to participate in. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary for healthy activities, main entrees and side dishes. • The present tense verb form 'tener'/ to have to indicate hunger and thirst. • The present tense verb form 'hacer'/ to do. • The present tense verb form 'preferir'/to prefer.
<p>Supporting Standards:</p> <p>Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 8: Destinations 4A		Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe the places they visit and when and with whom they go there.</p> <p>ESSENTIAL QUESTIONS What places would you go to in order to have your ideal shopping trip? What places would you visit for your ideal vacation? With whom would you like to travel the world with? What makes a good traveling companion?</p>		
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>		<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Use vocabulary to discuss where they go • Use vocabulary to discuss with whom they go places. • Use vocabulary to discuss when they go places. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary about destinations/places. • Vocabulary to indicate when things occur. • The present tense verb form 'ir'
<p>Supporting Standards: Standard 3: Presentational Communication (PS) -WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. -WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. Standard 4: Intercultural Communication (IC) -WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>		

Unit Objectives (overarching objectives):

Students will be able to independently use their learning to discuss and describe inviting others to participate in activities outside of school.

ESSENTIAL QUESTIONS

What after school activities would you prefer to do with a friend or friends?

How would you ask a new student to participate in an activity with you?

What would be appropriate ways to respond to an invitation to participate in an activity?

Priority Standards:

Standard 1: Interpretive Communication (IT)

WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

Standard 2: Interpersonal Communication (IP)

WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

Standard 3: Presentational Communication (PS)

-WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences.

Standard 4: Intercultural Communication (IC)

-WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.

Learning Targets:

Students can...

- Using vocabulary to discuss leisure activities.
- Using vocabulary to invite others to participate in activities.
- Using vocabulary to accept or decline invitations to participate in activities.

Students will know...

- Vocabulary about leisure activities.
- Vocabulary to extend, accept, or decline an invitation.
- The present tense verb form 'jugar' to play.
- The present tense verb form 'querer' to want.
- The present tense verb form 'tener' to have in the idiomatic expression 'tener que + infinitive' to have to do something.

Supporting Standards:**Standard 3: Presentational Communication (PS)**

-WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases, and simple sentences.

-WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences..

Standard 4: Intercultural Communication (IC)

-WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.

-WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Spanish II High School Two Term Course

approximately two 45 day terms taught in a 90 minute block

Unit 1: Family	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe family members and family celebrations. Essential Questions: How do American families differ from Mexican families with regard to members and size? How can you compare and contrast family members?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Use possessive adjectives to describe theirs and others family members • Use the verb tener to talk about things they have and they have to do Students will know... <ul style="list-style-type: none"> • Family vocab • Verb Tener – conjugations and use • Possessive adjectives </p>
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 2: Restaurants / Dining Out	Duration:10 Days
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to independently use their learning to be able to order a meal in a restaurant.</p> <p>Essential Questions: In restaurants in different countries, how would you get a waiter's attention? How would eating at a restaurant differ from eating at home? How would you and your friends' orders change if you were hanging out after school vs. out to celebrate a special occasion?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Conjugate and use venir • Know and use the forms of "to be" correctly • Identify pieces in a table setting • Modify adjectives with the -ísimo endings to show exaggeration <p>Students will know...</p> <ul style="list-style-type: none"> • Venir • Ser & Estar • Restaurant / Meal vocabulary • Enhanced adjectives with -ísimo
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 3: My Room	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss the décor and purpose of their s and others' rooms.</p> <p>Essential Questions: What would be the make-up of different bedrooms (i.e. your little sister's, your parents', your friends')? What is the purpose of your room? If one could design the "perfect" room, what would it look like?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Identify objects in and necessary for bedroom décor • Describe their rooms in comparison to others' rooms • Conjugate and using poder and dormir <p>Students will know...</p> <ul style="list-style-type: none"> • Bedroom specific vocabulary • Comparisons • Superlatives • Stem changing infinitives – poder & dormir
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 4: Houses and Homes 6B	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss houses, where they live, and the household chores that have to be done to maintain a house.</p> <p>Essential Questions: What would be the chores involved in a thorough cleaning (spring or fall)? How would you explain what your chores you are doing to someone who didn't know? Your mother has left a list of chores to do in the house and you are in charge, how do you tell your younger brother and sister what to do?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Talk about their homes and others' homes and the furnishings in them • Give commands to another member of the family • Tell what is going on at a specific moment <p>Students will know...</p> <ul style="list-style-type: none"> • House specific vocabulary • Affirmative Tú commands • Present progressive
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 5: Shopping 7A	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to shop for clothing including comparing prices, how things fit, and asking questions for assistance.</p> <p>Essential Questions: What information do you ask a sales clerk to get help in making purchases? When looking for clothing, what are the essential parts of getting the “right” article of clothing? When is it okay to barter for wanted items and how does this happen? What are the things that you need to consider when shopping for a gift?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Use numbers from 0 – 1000 in talking about prices and quantity • Talk about how clothing fits them and others • Share what they want versus what they need • Ask for information with regard to their purchases • Discuss comparisons between two items • Talk about what was purchased in the past <p>Students will know...</p> <ul style="list-style-type: none"> • Numbers from 200 – 1000 • Clothing vocabulary • Shopping vocabulary • Stem changing infinitives querer, preferir, • pensar • Preterite tense of –ar infinitives • Demonstrative articles • Direct object pronouns
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit Objectives

Students will be able to independently use their learning to identify places for shopping and buying gifts for others.

Essential Questions:

Which is better, giving or receiving a gift? What are the benefits and drawbacks of shopping locally versus shopping online? When should one shop locally and when should one shop online?

Priority Standards:

WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.

WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.

Learning Targets:

Students can...

- Describe what he/she wants to buy.
- Speak with a store clerk.
- Describe what he/she bought in the past tense.

Students will know...

- About places where to shop.
- How to talk about gifts he/she might buy.
- To talk about purchases in the past tense.
- To use direct object pronouns.

Supporting Standards:

WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.

WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.

Unit 6: Vacations 8A	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to share their vacation travels.</p> <p>ESSENTIAL QUESTIONS When planning a vacation, what are all the things that need to be considered? From your last vacation, describe all the aspects of the vacation so your audience feels as if they are there How is travel and vacation approached in other countries?</p>	
<p>Priority Standards: WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Explain how to get to a vacation spot • Share what activities are available when on vacation • Share with others their vacation <p>Students will know...</p> <ul style="list-style-type: none"> • Vacation vocabulary • Modes of transportation • Preterite tense of –er and –ir infinitives • Preterite tense of ir
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Spanish III High School Two Term Course

approximately two 45 day terms taught in a 90 minute block

Unit 1: School	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe classroom objects, activities, and rules. ESSENTIAL QUESTIONS How could you compare/contrast rules and activities in different classes? How could you compare/contrast your school to a school in a Spanish-speaking country? What rules would you implement if you were principal of a school/if you were a rebellious student of a school? What is happening in our world today?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	<p>Learning Targets: Student can.. <ul style="list-style-type: none"> Using classroom vocabulary to discuss their school and classes as well as schools and classes in Spanish-speaking countries Using affirmative and negative words to discuss classroom atmospheres and expectations Using stem changing verbs in the present tense to discuss common school expectations Using the “tener + que + inf.”, “hay + que + inf.”, “se prohíbe + inf.” formulas to state and create rules Student will know... <ul style="list-style-type: none"> Classroom vocabulary Affirmative and negative words How to conjugate stem changing verbs in the present tense How to state and create positive and negative rules/expectations </p>
<p>Supporting Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 2: Extracurricular Activities	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe extracurricular activities in Spanish.</p> <p>ESSENTIAL QUESTIONS How could you compare/contrast extracurricular activities in your school with the activities offered in a Spanish-speaking school? What extracurricular activities would you recommend or not recommend to a foreign exchange student coming to your school? Why is it important to participate in extracurricular activities and when is an ideal age to start? What is happening in our world today?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using extracurricular vocabulary to discuss their extracurricular activities as well as extracurricular activities in Spanish-speaking countries • Using the verbs “saber” and “conocer” correctly in a variety of contexts • Using the formulas “tan + adjective + como” and “tanto,a,os,as + noun + como” to make comparisons • Using the “hace + time expressions” formulas to ask and answer how long something has been going on <p>Students will know...</p> <ul style="list-style-type: none"> • Extracurricular activity vocabulary • How to conjugate the verbs “saber” and “conocer” • When to use the verbs “saber” and “conocer” correctly • How to compare people or things that are equal to one another • How to say “as much as” or “as many as” when making comparisons • How to ask and tell how long something has been going on

Supporting Standards:

Standard 1: Interpretive Communication (IT)—

WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.

WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts

WL.IT.1.c.i4 Identify the main idea in short conversations.

Standard 2: Interpersonal Communication (IP)

WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Standard 3: Presentational Communication (PS)

WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.

Standard 4: Intercultural Communication (IC)

WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.

Standard 5: Global Competence and Community Engagement (GCE)

WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.

Unit 3: Daily Routines and Preparation	Duration:10 Days
<p>Unit Objectives (overarching objectives):</p> <p>ESSENTIAL QUESTIONS</p> <p>How could you compare and contrast the daily routines of elementary school students, middle school students, high school students, and working adults?</p> <p>What do you need to do when preparing yourself to go to school, on a date, to a special event, to a party, etc.?</p> <p>What items does the “average” person need to complete his/her daily routine?</p> <p>How do boys’ and girls’ daily routines tend to differ?</p> <p>What is happening in our world today?</p>	
<p>Priority Standards:</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> • Using daily preparation/getting ready vocabulary to discuss daily routines • Using reflexive verbs to talk about actions individuals do to or for themselves • Correctly using reflexive pronouns with verbs • Conjugating the verbs “ser” and “estar” correctly in the present tense and using them correctly in a variety of contexts • Using possessive adjectives with emphasis to tell to whom objects belong <p>Students will know...</p> <ul style="list-style-type: none"> • Daily preparation/getting ready vocabulary • Reflexive verbs and how to conjugate them • The verbs “ser” and “estar” • Possessive adjectives (with emphasis)
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT)—</p> <p>WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.</p> <p>WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP)</p> <p>WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS)</p> <p>WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p> <p>WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC)</p> <p>WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>Standard 5: Global Competence and Community Engagement (GCE)</p> <p>WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 4: Shopping and Clothing	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to describe clothing and fashion and talk about going shopping in Spanish.</p> <p>ESSENTIAL QUESTIONS When you go clothing shopping, where do you go, what do you buy, and why? Who is your fashion icon and why? Where did he/she buy his/her clothing, how much did it cost, what material is the clothing made of, etc.? What is happening in our world today?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts. WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. What is happening in our world today?</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using using clothing and shopping vocabulary to talk about fashion and analyze clothing • Conjugate regular –ar, -er, and –ir verbs in the preterite tense • Discussing where items are located using demonstrative adjectives • Using adjectives as nouns to avoid repetition <p>Students will know...</p> <ul style="list-style-type: none"> • Clothing and shopping vocabulary • Preterite tense of regular verbs • Demonstrative adjectives • How to use adjectives as nouns
<p>Supporting Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences. Standard 4: Intercultural Communication (IC). WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 5: Running Errands and Family Responsibilities	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to talk about tasks they were or were not able to complete and where they were at the time. What errands have you done in the past month? Where did you go and what did you get accomplished? How does your parents' to-do list differ from your to-do list? Who accomplishes more? What excuses would people give for why they were unable to accomplish their errands? What is happening in our world today?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using places in a community and running errands vocabulary to discuss tasks accomplished or not accomplished • Conjugating and using the verbs “ser” and “ir” in the preterite tense • Conjugating and using the verbs “tener”, “estar”, and “poder” in the preterite tense • Using direct object pronouns to avoid repeating direct object nouns • Using direct object pronouns in the correct place within a sentence <p>Students will know...</p> <ul style="list-style-type: none"> • Places in a community and running errands vocabulary • Preterite tense of verbs “ser” and “ir” • Preterite tense of verbs “tener”, “estar”, and “poder” • Direct object pronouns
<p>Supporting Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts. WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 6: Driving and Directions	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss driving and give directions for getting to places.</p> <p>ESSENTIAL QUESTIONS</p> <p>What are the directions from your house to one of your favorite locations? What places should a foreign exchange student make sure to visit in Holmen and the surrounding areas? Give directions to some of those places. What habits does a “good” driver have? What habits does a “bad” driver have? What are the directions to complete one of your favorite tasks or activities? What is happening in our world today?</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> • Using driving and giving directions vocabulary to tell others how to accomplish various tasks • Using irregular present progressive participles when using the present progressive tense • Using regular and irregular positive “tú” form commands when giving directions • Using direct object pronouns with present progressive participles and positive “tú” form commands <p>Students will know...</p> <ul style="list-style-type: none"> • Driving and giving directions vocabulary • Irregular present progressive participles • Irregular “tú” form commands • Direct object pronouns
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT)— WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 7: Childhood Memories	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss what they were like and what they liked to do as a child.</p> <p>ESSENTIAL QUESTIONS What are some activities that you (you and your friends) always liked to do as a child? How did you behave when you were 5 years old, 10 years old, 13 years old? How could you compare your likes and dislikes as a child with your likes and dislikes now? How do you spend your free time now versus when you were in elementary school? What is happening in our world today?</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> Using childhood vocabulary to tell what they and others used to do and how they and others used to act as children Using regular and irregular imperfect verb tense conjugations to talk about actions that used to happen or habitually happened in the past Using indirect object pronouns to tell to whom or for whom an action was done <p>Students will know...</p> <ul style="list-style-type: none"> Childhood games and activities vocabulary Regular imperfect verb tense conjugations Irregular imperfect verb conjugations Indirect object pronouns
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT)— WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit 8: Holiday Celebrations	Duration: 10 Days
<p>Unit Objectives (overarching objectives): How could you compare some typical US holidays to holidays in Spanish-speaking countries. What was your favorite holiday as a child and why? Which holiday in a Spanish-speaking country would you most like to attend and why? What is happening in our world today?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Using special events and customs vocabulary to talk about celebrations with family and friends • Using the imperfect tense to describe a situation and tell what someone used to do • Using the reflexive pronouns “se” and “nos” to express reciprocal actions Students will know... <ul style="list-style-type: none"> • Special events and customs vocabulary • Imperfect tense • Reciprocal actions </p>
<p>Supporting Standards: Supporting Standards: Standard 1: Interpretive Communication (IT)— WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i4 Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Spanish IV High School Two Term Course

approximately two 45 day terms taught in a 90 minute block

Unit 1: Heroic acts and Natural Disasters	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss emergencies, crises, rescues, and heroic acts. ESSENTIAL QUESTIONS What steps would you follow if you found yourself in a natural disaster? If you were a newscaster, what news stories would you report? How could you share some “newsworthy” events that have happened to you in the past? What are some “newsworthy” events happening in the Spanish-speaking world? Do you know and understand current world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> Using emergency and natural disaster vocabulary to talk about news events Using the imperfect tense to tell what time it was or what the weather was like when something happened Conjugating the verbs “oír”, “leer”, “creer”, and “destruir” in the preterite tense Distinguishing when to use the preterite vs. imperfect tense when talking about the past <p>Students will know...</p> <ul style="list-style-type: none"> Emergency and natural disaster vocabulary Imperfect tense Preterite tense of the verbs “oír”, “leer”, “creer”, and “destruir” Preterite versus Imperfect verb tense
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. local and global community.</p>	

Unit 2: Accidents and Injuries	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to talk about injuries and treatments. ESSENTIAL QUESTIONS Have you ever been in an accident? What happened? Have you ever broken a bone/had a severe injury? What happened? What are some common injuries that high school students experience? Why do the injuries occur? Do you know and understand corrent world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using accident and injury vocabulary • Using irregular preterite verbs to talk about events in the past • Using the imperfect progressive tense with irregular participles • Distinguishing when to use the preterite vs. imperfect tense when talking about the past <p>Students will know...</p> <ul style="list-style-type: none"> • Accident and injury vocabulary • Irregular preterite verbs • Imperfect progressive tense • Preterite versus Imperfect verb tense
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 3: TV Shows	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to talk about what they saw on television. ESSENTIAL QUESTIONS What is your favorite TV show and why? What is your least favorite TV show and why? How can you compare television programming in the U.S. with television programming of Spanish-speaking countries? Do you know and understand current world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences Standard 5: Global Competence and Community Engagement (GCE)WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Using TV show vocabulary to discuss various TV shows • Using irregular preterite of –ir stem-changing verbs • Using reflexive verbs to describe a change in mental, emotional, or physical state Students will know... <ul style="list-style-type: none"> • TV show vocabulary • Preterite of –ir stem-changing verbs • Reflexive Verbs </p>
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit 4: Movies	Duration:10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss movie plots and characters. ESSENTIAL QUESTIONS What is your favorite/least favorite movie and why? How can you compare movies in the U.S. with movies of Spanish-speaking countries? Who is your favorite movie character and why? Do you know and understand current world events?</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences</p> <p>Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	<p>Learning Targets:</p> <p>Students can...</p> <ul style="list-style-type: none"> • Using movie vocabulary to discuss various movie plots and characters • Using verbs that use indirect object pronouns • Using the present perfect tense to talk about things they have done <p>Students will know...</p> <ul style="list-style-type: none"> • Movie vocabulary • Verbs that use indirect object pronouns • Present Perfect Tense
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p>	

Unit 5: Food and Food Preparation	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss food and cooking. ESSENTIAL QUESTIONS How is your favorite food prepared? How are popular food items of various Spanish-speaking countries the same or different as popular U.S. meals? What food dishes in the U.S. and in Spanish-speaking countries are the healthiest/least healthy based on how they are prepared? Do you know and understand current world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using food and food preparation vocabulary to discuss various food dishes from around the world • Using negative “tú” form commands to tell others what not to do, especially related to food and recipes • Using irregular negative “tú” form commands to tell others what not to do, especially related to food and recipes <p>Students will know...</p> <ul style="list-style-type: none"> • Food and food preparation vocabulary • Negative “tú” form commands • Irregular negative “tú” form commands
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	

Unit 6: Preparing a Picnic and Outdoor Eating	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss food and outdoor cooking</p> <p>ESSENTIAL QUESTIONS What does a picnic with friends or family look like in your family? What do you do? Who brings what? Why do you think outside food vendors are more popular in certain areas and certain countries than others? Do you know and understand current world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using food and outdoor food vocabulary to discuss BBQ and picnics • Using regular “Ud.” and “Uds.” form commands • Using irregular “Ud.” and “Uds.” form commands <p>Students will know...</p> <ul style="list-style-type: none"> • Food and outdoor vocabulary • Regular “Ud.” and “Uds.” form commands, positive and negative • Irregular “Ud.” and “Uds.” form commands, positive and negative • “Por” expressions
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	

Unit 7: Trips and Travel	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to talk about planning and taking trips. ESSENTIAL QUESTIONS What foreign country would you like to visit and why? What suggestions and recommendations can you give to someone interested in traveling to a different country? What information would someone need to know when traveling to Holmen, WI Do you know and understand current world events?</p>	
<p>Priority Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	<p>Learning Targets: Students can... <ul style="list-style-type: none"> • Using travel vocabulary to discuss visiting airports and planning for trips and travel • Recognizing and using verbs that are often followed by “que” and the subjunctive tense • Understanding and conjugating regular verbs in the subjunctive tense • Conjugating irregular verbs in the present subjunctive tense. Students will know... <ul style="list-style-type: none"> • Travel Vocabulary • Verbs that are often followed by “que” and the subjunctive tense • Subjunctive Verb Tense in the present and how to conjugate verbs in the present subjunctive tense • Irregular verbs in the present subjunctive tense </p>
<p>Supporting Standards: Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts. Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit 8: Travel and Tourism	Duration: 10 Days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to talk about traveling within foreign cities and staying in hotels. ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) What countries would you most like to visit and why? What types of activities would you argue are the most important to participate in in order to immerse yourself in a different culture? How should you behave when touring other cultures in order to be respectful of different cultures? Do you know and understand current world events?</p>	
<p>Priority Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.c.i4 Identify the main idea in short conversations.</p> <p>Standard 2: Interpersonal Communication (IP) WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>Standard 5: Global Competence and Community Engagement (GCE) WL.GCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global community.</p>	<p>Learning Targets: Students can...</p> <ul style="list-style-type: none"> • Using travel vocabulary to discuss staying in hotels and participating in tourism activities. • Using present subjunctive with impersonal expressions to give travel suggestions and recommendations • Understanding and conjugating present subjunctive of stem-changing verbs <p>Students will know...</p> <ul style="list-style-type: none"> • Travel Vocabulary • Present subjunctive with impersonal expressions • Present subjunctive of stem-changing verbs
<p>Supporting Standards:</p> <p>Standard 1: Interpretive Communication (IT) WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts.</p> <p>Standard 3: Presentational Communication (PS) WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.</p> <p>Standard 4: Intercultural Communication (IC) WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Spanish V High School Two Term Course

approximately two 45 day terms taught in a 90 minute block

Unit 1: Cp. 3	Duration: 15 days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe ways to stay healthy through exercise and nutrition.</p> <p>ESSENTIAL QUESTIONS How important is health to one's happiness? Should health and nutrition have more importance than Math and English classes?</p>	
<p>Priority Standards:</p> <p>WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Using vocabulary to discuss and describe health and exercise. • Utilizing the regular and irregular command verb forms to indicate what one should and shouldn't do to maintain one's health. • Utilizing regular and irregular subjunctive verb forms to make recommendations. <p>Students will know...</p> <ul style="list-style-type: none"> • The vocabulary for nutrition, exercise and medical symptoms. • The regular and irregular command verb forms. • The regular and irregular subjunctive verb forms.
<p>Supporting Standards:</p> <p>WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 2: Cp. 4	Duration: 15 days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe ways to make and maintain friendships.</p> <p>ESSENTIAL QUESTIONS What kinds of friends are necessary to have in life? What is the most important thing you can do for your friend?</p>	
<p>Priority Standards: WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts. WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Using vocabulary to discuss and describe personal relationships. • Using the subjunctive mood after expressions of emotion. • Utilizing 'por' and 'para' in their varying meanings. • Utilizing 'we commands' to suggest what we should do. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary for personal qualities and words used to describe relationships. • The use of the subjunctive mood with verbs of emotion. • The use of the prepositions 'por' and 'para'. • We commands.
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 3: Cp. 6	Duration: 15 days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe careers and professions and be able to talk about plans for the future and hypothetical 'If' situations.</p> <p>ESSENTIAL QUESTIONS What profession or job do you think you will have in 5 years and why? What are some obstacles for attaining your professional goals and how can you overcome them?</p>	
<p>Priority Standards:</p> <p>WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Using vocabulary to discuss and describe future professions. • Using the future and conditional tenses to express future and hypothetical situations. <p>Students will know...</p> <ul style="list-style-type: none"> • The vocabulary for the types of professions. • The regular and irregular future tenses. • The regular and irregular conditional tenses. • The past subjunctive in "If" clauses.
<p>Supporting Standards:</p> <p>WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 4: Cp. 1	Duration: 15 days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe significant events from their past.</p> <p>ESSENTIAL QUESTIONS How important are trips, vacations, and school competitions to achieving success in life? What are the characteristics of the ideal trip? Does competitive sports make us better people?</p>	
<p>Priority Standards:</p> <p>WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.</p> <p>WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Using vocabulary to discuss camping trips. • Using vocabulary to discuss competitions. • Using vocabulary to discuss the feelings that are associated with camping trips and competitions. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary for camping. • Vocabulary for weather and nature. • Vocabulary for competitive events. • Vocabulary for expressing emotions.
<p>Supporting Standards:</p> <p>WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.</p> <p>WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit 5: Cp. 2	Duration: 15 days
<p>Unit Objectives (overarching objectives): Students will be able to independently use their learning to discuss and describe ways to express opinions and values through art and music.</p> <p>ESSENTIAL QUESTIONS How can art alter your life? What are the most influential art forms? What are some alternative art forms?</p>	
<p>Priority Standards: WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts. WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Communicating and interpreting emotions through art. • Using vocabulary and the past participle as an adjective to discuss and describe art. • Utilizing the verbs 'ser' and 'estar' to indicate permanent and temporary characteristics. • Demonstrating the different meanings of verbs in the preterite and imperfect. <p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary relating to painting, sculpting, music, dance, and acting. • The past participle (with the verb estar) as an adjective. • The different contextual meanings of the verbs 'ser' and 'estar'. • The different meanings of the same verb in the preterite and the imperfect tenses.
<p>Supporting Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	

Unit: World Language Fair	Duration: 5 Days
<p>Unit Objectives (overarching objectives): To identify differences between my own practices and practices in other cultures.</p> <p>ESSENTIAL QUESTIONS How do people in other countries differ from me in their daily activities? Why are there differences in daily activities?</p>	
<p>Priority Standards: WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> To identify differences in practices of daily activities. <p>Students will know...</p> <ul style="list-style-type: none"> How to ask culturally appropriate questions about another person's daily life practices.
<p>Supporting Standards: WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.PS.3.a.n1 Introduce self, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	

Appendices

Contents

Appendix A-DPI Standards

Appendix B-Resources used

Appendix A-Standards

STANDARDS FOR WORLD LANGUAGE

Standards can be viewed at:

https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/WorldLanguagesStandards_7-31-21.pdf

Appendix B-Resources

Books used:

**Implementing Integrated Performance Assessment,
Adair-Hauck, Glisan & Troyan**

**The Keys to Planning for Learning, Clementi and
Terrill**