

<b>Planned Course: Culture &amp; Conversation 1</b>		<b>Course Number:</b>	<b>Department: Modern Language</b>
<b>Unit: 4 - The World Around Me</b>		<b>Grade Level: 7<sup>th</sup></b>	
<b>Estimated Time: French: 2 weeks</b>		<b>Level/Track: Exploratory</b>	<b>Date Approved: August 10, 2020</b>
German: 2 weeks			
Spanish: 2 weeks			
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b>	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>
	<ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>		

<p><b>PA Standards</b> <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b></p> <p><b>1.1, 1.2, 1.3</b> Communicate in the target languages by: speaking, listening, reading, writing.</p> <p><b>2.1, 2.2</b> Demonstrate understanding of world locations through their products and practices.</p> <p><b>3.1, 3.2</b> Use the target languages to acquire information in other subject areas: make connections.</p> <p><b>4.1, 4.2</b> Compare the target languages and cultures to English</p>	<p><i>Essential Questions:</i></p> <p>▶ How do I talk about the world around me in the target language?</p> <ul style="list-style-type: none"> <li>School Subjects</li> <li>Global Travel</li> <li>Calendar phrases</li> <li>Weather phrases</li> <li>Animals</li> <li>Currency</li> <li>Dining customs, restaurants, and ordering food</li> </ul>	<p><b><u>MODES:</u></b></p> <p><b><u>Interpretive (audio, visual and audio visual):</u></b> Students will listen to native speakers discussing the weather and will view weather report videos/charts.</p> <p><b><u>Interpretive (written and print):</u></b> Students will read blog posts about what school subjects people like or dislike.</p> <p><b><u>Interpersonal (spoken):</u></b> Students will discuss imaginary illnesses with each other. Students will discuss their school subjects and schedules with a partner. Students use menus, videos, and stories to experience ethnic foods and the ordering of food and drink at a café.</p> <p><b><u>Interpersonal (written):</u></b> Students will write directions as if telling a friend how to get to a specific location in their</p>	<p><b><u>Formative:</u></b> exit tickets, interviews by teacher, observation, Schoology activities and digital games such as Quizlet and Kahoot, cognate competitions and magic sentences</p> <p><b><u>Performance Assessment:</u></b> Students will create a menu including authentic dishes and local currency. Students will give weather reports for a given date.</p> <p><b><u>Summative Assessment:</u></b> Students will plan a fantasy trip to a location of their choosing given a certain amount of money and describe the cultural activities that they will participate in while on the trip.</p>
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and other languages.  <b>5.1, 5.2</b> Participate in multi-lingual communities beyond the classroom.		town. <b><u>Presentational (spoken):</u></b> Students will give a weather report. Students will perform skits in a restaurant setting. <b><u>Presentational (written):</u></b> Students will write a blog post about school subjects that they like or dislike.	
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