

*Middle School Exploratory/Discovery/Flex Scope and Sequence*

**Proficiency Goal: Pre–Novice**

**ACTFL Standards addressed:**

**Communication:**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Cultures:**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections:**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons:**

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities:**

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Unit Title &amp; Connection to AP Thematic Units</b>	<b>Suggested Pacing:</b>	<b>Vocabulary to Be Introduced/Reviewed</b>	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>	<b>Essential Questions:</b>	<b>What Can Students Do by the End of the Unit?</b>
<b>Unit 1:</b>  Greetings and Introductions / Student acclimation to language course	7-9 Days	-basic greeting vocabulary -formal/informal speech variations -classroom procedures / commands	-what is language and how is language learned. -cultural manners and social mores appropriate to greetings -student orientation to language learning -basic introduction to culture of target language	(in target language(s)) -What is your name? - Where do you live? - How are you?	-I can recognize when greetings and leave-taking are expressed. -I can respond to personal questions such as my name or how I am doing. -I can recognize the names of characters in a written dialogue. -I can greet and take leave from someone using polite rehearsed behaviors.
<b>Unit 2:</b>  Numbers	<b>Suggested Pacing:</b>  4-5 Days	<b>Vocabulary to Be Introduced/Reviewed</b>  -numbers 0-20 -teacher option: numbers through 100 -how to give age and phone number	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>  culturally relevant numbers information (money, comma vs. period, written number differences)	<b>Essential Questions:</b>  (in target language(s)) -how much / how many? -how old are you?	<b>What Can Students Do by the End of the Unit?</b>  I can say numbers from 0-20. -I can respond to

				-what is your phone number?	personal questions such as my age and phone number. -I can respond to a basic math question using numbers. -I can understand a cell phone number.
<b>Unit 3:</b> Calendar	<b>Suggested Pacing:</b> 4-5 Days	<b>Vocabulary to Be Introduced/Reviewed</b> -vocabulary of days, months, seasons, and dates -Numbers	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -what are the major holidays of the target culture and on what dates are these holidays celebrated?	<b>Essential Questions:</b> in target language(s) -what day is it? -what month is it? -what season is it? -what is today's date? -when is your birthday?	<b>What Can Students Do by the End of the Unit?</b> -I can identify the day or month an event will take place. -I can text my friend about when I prefer to meet. -I can tell someone my birthday. -I can identify holidays and celebrations unique to the target culture
<b>Unit 4:</b> Weather	<b>Suggested Pacing:</b> 5-6 Days	<b>Vocabulary to Be Introduced/Reviewed</b> -weather related vocabulary statements (it is hot, it is raining, etc.)	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -temperature in Celsius - weather of target countries / target regions	<b>Essential Questions:</b> in target language(s) -what is the weather like	<b>What Can Students Do by the End of the Unit?</b> -I can recognize some common

		- days/months/seasons/date review may be necessary to describe a weather forecast -numbers for temperature		today / in this picture? -what is the temperature?	expressions when people are discussing the weather. -I can identify the season being described in a child's story. -I can describe today's weather.
<b>Unit 5:</b>  Colors	<b>Suggested Pacing:</b>  2-3 Days	<b>Vocabulary to Be Introduced/Reviewed</b>  basic colors vocabulary	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -How to state favorite color -use of artwork or other aesthetics from target culture(s) -simple description of gender/number agreement for adjectives (why students might see colors spelled differently)	<b>Essential Questions:</b>  (in target language(s)) -what color is it/this? -what is your favorite color?	<b>What Can Students Do by the End of the Unit?</b>  -I can state the color of various items found within the classroom. -I can express my favorite color. -I can select the correct item based upon its color description. -I can identify artists of the target culture as well
<b>Unit 6:</b>  Clothing	<b>Suggested Pacing:</b>  5-6 Days	<b>Vocabulary to Be Introduced/Reviewed</b>  -clothing vocabulary (basic everyday items and accessories)	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>  -how to (present tense) describe what I am, and he/she are wearing	<b>Essential Questions:</b>  (in target language(s))	<b>What Can Students Do by the End of the Unit?</b>

		<ul style="list-style-type: none"> <li>-review colors vocabulary</li> <li>-review numbers if price is going to be used</li> <li>-seasons/months can be utilized to describe different outfits</li> </ul>	<ul style="list-style-type: none"> <li>-adjective agreement (basic overview)</li> <li>-apparel specific to the target culture</li> <li>-comparisons of everyday dress between students in USA vs. other countries</li> </ul>	<ul style="list-style-type: none"> <li>-what are you wearing?</li> <li>-what is he/she wearing?</li> <li>-what color is the item?</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify the items of clothing that someone is wearing.</li> <li>-I can describe the outfit that my friend is wearing.</li> <li>-I can write a list of what I need to pack for a vacation to the target culture.</li> <li>-I can select an outfit that fits in with social mores of the target culture.</li> </ul>
<p><b>Unit 7:</b> Food</p>	<p><b>Suggested Pacing:</b> 4-5 Days</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-numbers if prices are going to be used when ordering food.</li> <li>-greetings and introductions etiquette related vocabulary</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-foods specific to the target language / culture (likely to be found on a menu at an authentic restaurant)</li> <li>-how to order foods/drinks/desserts/appetizers, etc.</li> <li>-cultural manners and social etiquette related to mealtime</li> <li>-regional specialties</li> <li>-holiday specific cuisine</li> <li>-comparisons of fast food in target culture and US</li> <li>-how to express preference or politely decline a food/drink</li> </ul>	<p><b>Essential Questions:</b></p> <p>(in target language(s))</p> <ul style="list-style-type: none"> <li>-what would you like to eat?</li> <li>-what would you like to drink?</li> <li>-what would you like for dessert?</li> <li>-how do I politely request a food/drink?</li> </ul>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can order something to eat or drink from a basic menu of choices.</li> <li>-I can identify foods commonly eaten in the target culture. -I can caption pictures of what I consider to be good or bad dinner options.</li> </ul>

<p><b>Unit 8:</b></p> <p>Culture and Geography of the Target Culture</p>	<p><b>Suggested Pacing</b></p> <p>4-5 Days</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <p>-previously taught vocabulary can be recycled in numerous manners i.e. what might I pack to visit x country / what is the weather expected to be for your visit / how will you greet natives, etc.</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <p>-basic geography of target country/countries  -travel related information for visiting target country/countries  -cultural information unique to target country/countries (celebrations, traditions, etc.)</p>	<p><b>Essential Questions:</b></p> <p>-what are some of the popular tourist attractions / monuments to visit in target country  -what steps are necessary if I wish to visit the target country  -what can I expect to see and do while visiting this country?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <p>-I can identify the countries where the target language is spoken.  -I can give some simple information about a city based on pictures or photos.  -I can recognize familiar names of places discussed on a virtual tour.</p>
<p><b>Unit 9:</b></p> <p>Cumulative Assessment</p>	<p><b>Suggested Pacing</b></p> <p>3-4 Days</p>	<p><b>Vocabulary/Concepts to Be Reviewed</b></p> <p>-entirety of materials covered throughout the quarter  -If completing a modified IPA style assessment, any supplementary vocabulary used will be identified in the context of the assessment.</p>			<p><b>What Can Students Do by the End of the Unit?</b></p> <p>-I can politely greet someone and give them my name, age, birthday, and telephone number.  -I can identify the weather on a specific date or for a specific season and</p>

					<p>provide appropriate clothing choices for said weather. -I can express my preferred colors, clothing choices, and foods. -I can identify places I would like to visit in the target countries. -I can demonstrate basic cultural awareness and interact with people of the target culture respectfully.</p>
--	--	--	--	--	---