



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	Fifth Grade World Languages
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Grade Level(s):	5
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Duration:	Full Year:	1x/every 6 days	Semester:		Marking Period:	
Course Description:	<p>This course is an interactive introduction to Spanish, German and French emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures. Students will learn to use Spanish, French and German at a basic introductory level in order to help them make an informed world language decision for middle school. The language they choose for middle school will be taken from sixth through eighth grade.</p> <p>The students will receive approximately 16 weeks of Spanish which will be broken up into the first and last marking periods 8 weeks of German and 8 weeks of French. The goal is for students to have been exposed to all three languages prior to making their WL decision for 6th grade.</p>					
Grading Procedures:	<p>The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the Novice low to the Novice-mid level in speaking, reading, writing and listening in the target language. The students will also continuously compare and contrast the culture of the target language countries with their own culture(s). Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.</p>					
		NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW		
	Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.		
	Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.		
	Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.		

	Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
	Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.
Primary Resources:	NJ Model Curriculum and authentic resources GRADING is based on participation, benchmarks and assessments: E = 90 – 100 VG = 80 – 90 S = 70 – 80 N = below 70			

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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

NJ World Language Vision: An education in world languages fosters a population that:

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

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

Written by: Jennie Nilson

Under the Direction of: Rosemarie Armstrong, Supervisor of World Languages/ESL K-12

Written: Rosemarie Armstrong, August 2018
Revised: Jennie Nilson, July 2021
BOE Approval:

Unit Title: All About Me and You**Unit Description:**

In this unit, students will be able to expand upon their knowledge of the Spanish language and culture. Students will make connections with words, foods and traditions that represent the Spanish influence on U.S. culture. Students will discover the benefits of studying Spanish in school and later in life. Students will use their understanding of cognates to decipher meaning of many new Spanish vocabulary words. Students will review appropriate greetings, goodbyes, and introductions in Spanish. Students will also review numbers, colors, and classroom objects so that they can talk about what they see around them to others in more detail. They will also learn months and days of the week, as well as Mindfulness vocabulary and concepts. Culture will incorporate the Mexican holiday of El Día de los Muertos, as well as other Spanish cultural practices, so that they can not only make comparisons and connections between their own culture and the Spanish-speaking cultures, but also gain a better insight into how to interact with native Spanish speakers. Students will also learn new strategies to assist them in learning world languages.

Unit Duration: 1 marking period**Desired Results****Standard(s):**

Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

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Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a

theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) •
Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and
Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural
Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

World Languages Education in the 21st Century

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

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

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

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Interdisciplinary Connections

The World Language curriculum supports the following NJSL ELA standards:

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Global and Cultural Awareness

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Indicators:

The Novice-Mid language learner understands and communicates a variety of words, phrases and expressions and can independently identify and recognize words and phrases that bring meaning to text.

Interpretive:

- Skim and scan culturally authentic audio, video and written text from electronic and other sources to identify cognates, the "gist" of the message, as well as relevant vocabulary.
- Match pictures of a classroom in a Spanish speaking country based on oral and written descriptions.
- Watch videos and listen to audio of interviews and clips of introductory conversations or autobiographical information.
- Read and watch a video clip about the holiday of El Día de los Muertos.
- Compare and contrast the holiday of El Día de los Muertos with that of Halloween.
- Identify the days/dates of los días feriados (days off/holidays) in a school calendar from a Spanish speaking country.
- Identify cognates from Mindfulness infographics and articles; recognize "gist" of the main ideas presented.
- Identify basic concepts such as greetings, colors, numbers, etc. based on descriptions in songs, games, storybooks and other activities (both virtual and actual).

Interpersonal:

- Engage in short conversations with classmates and teacher incorporating exchanges of greetings, introductions, pleasantries and leave-taking, as well as asking and responding to questions about personal information, such as name, age, place of origin, and state of being.
- Utilizing digital tools from Unified Classroom (or OneNote or Flipgrid), record and/or videotape the above communication on their laptops.
- Describe people, places and things in their school environment.
- Speak about days off/holidays on their school calendar and a school calendar from a Spanish speaking country. Compare and contrast the dates.
- Recognize common gestures and intonations of Spanish speaking cultures during greetings, leave takings and introductions.

Presentational:

- Create an "All About Me" booklet, introducing themselves, including name, age, place of origin, state of being, etc.
- Imitate appropriate gestures, intonations and expressions of Spanish speaking cultures when presenting themselves to others and engaging in short introductory conversations.
- Physically respond to teacher's commands regarding daily school routines, as well as basic Mindfulness routines.
- Give and respond to commands to and from classmates for basic school routines, as well as Mindfulness routines.
- Describe immediate classroom environment in terms of quantity of people and quantity and color of items. Do the same for a classroom in a Spanish speaking country.
- Write about days/dates of various holidays in Spanish speaking countries.

Understandings:

Students will understand that:

- There are many similarities between the Spanish and English languages.
- There are similarities and differences between Spanish speaking cultures and the students' culture(s).
- Strategies such as listening for familiar words, cognates, being aware of context, and watching the speaker for clues can help with understanding spoken Spanish.
- Strategies such as paying attention to titles, pictures, familiar words and expressions, cognates and context can help with understanding written Spanish.
- Even at a beginning level, it is possible to understand and convey important information about myself, others and the world around me.
- Even at a beginning level, it is possible to understand the "gist" or main idea of a written or oral communication.
- Mistakes are welcome and are a natural part of the language learning process.
- Learning Spanish can provide many benefits in school and in the workforce.
- Spanish, Spanish speakers, and Spanish-speaking countries play a large part in the world around me
- Culture plays a big role in how people communicate with each other and in the celebration of holidays.
- Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

Essential Questions:

- What are some key similarities and differences between Spanish and English?
- How can I become more aware and appreciative of the differences in languages and cultures?
- What are some strategies I can use to help me understand what I am reading and/or listening to in Spanish?
- What are some strategies I can use to get the "gist" or main idea of what I am reading and/or listening to in Spanish?
- How can I talk to someone or write in Spanish even when I am just starting to learn it?
- What role does Spanish play in the world around me?
- How can Spanish be beneficial to me as I continue in school and into the workforce?

Assessment Evidence

Performance Tasks:

Interpretive (reading and listening – demonstrating comprehension)

Reasons to speak another language

- Overview of Vistawide's importance of learning another language as well as leadwithlanguages' video and document.

Other Evidence:**Formative:**

- All performance tasks can be used as formative assessments.
- Class participation during oral, aural, written and digital activities
- All About Me banners and mini-books

- Overview of reasons to study Spanish specifically.

Spanish speaking countries

- Sing about Spanish speaking countries in the Sing, Dance, Laugh and Eat Tacos 2 song Los países hispanos
- Identify countries from above song on Hugg-a-planet Spanish globes.
- Play map and geography games and activities on World Languages a la carte
- Identify cognates and "gist" of Infographic of how Spanish speaking countries in the Americas got their names.
- View and listen to interactive map.

Mindfulness

- Skim and scan the following infographics for cognates and main ideas:
- Benefits of mindfulness for children
- More benefits of mindfulness
- 10 scientific reasons to begin meditation
- Yoga postures to relieve stress
- Follow basic mindfulness commands from teacher, such as: close your eyes, smile, breathe in, breathe out, count your breath, focus your attention on your breath, relax, etc. More ideas for above can be taken from this document

Greetings, pleasantries, introductions, leave taking:

- Select a Spanish name (either directly translated, or if not possible, a similar one) from this list and create name tags for desks.
- Listen to greetings, pleasantries, introductions and leave takings. on languageguide and the bbc and digitaldialects and languagesonline
- Practice and play games on Quizlet and digitaldialects and languagesonline
- Listen to and sing "Hola, chico, hola chica, hola chicos, cómo están hoy? ¡Muy bien!" to the tune of Good night ladies
- Listen to and sing Hola, hola para ti lyrics with the music.
- Listen to and sing Buenos días by José Luis Orozco.
- Infographic on greetings from around the world. Discover main ideas and cognates.
- Infographic of emoticons of various states of being.
- Listen to and watch authentic videos of Spanish speakers introducing themselves from around the world.

- Student created digital flyers, infographics, stories, greeting cards, postcards, etc.
- TPR responses
- Reading and interpreting texts, especially infographics and stories
- Listening to, watching and interpreting audio and video of introductory conversations and autobiographical presentations.
- Whole class, small group and paired games such as Flyswatter, Bingo, HumanTic Tac Toe, Board games, Concentration, Quizlet Live, Quizizz, Kahoot, etc.

Summative:

Benchmark assessment incorporating elements of an integrated performance assessment, including interpretive reading and listening sections and a presentational section.

- Listen to and watch more videos presented by the University of Texas of Spanish speakers introducing themselves.
- Listen to simple dialogues from 123Teachme
- Download greetings game and follow these instructions
- Read Storybird books on greetings and age and state of being

Classroom environment

- Listen to, watch, read transcript of videos from the University of Texas of native speakers describing common items in their environment. Identify main idea, familiar vocabulary and cognates.
- Listen to and watch video of Spanish song Why is my backpack so heavy?
- Listen to and watch videos My pencil case and What do I have in my pencil case? from A green mouse.
- Listen to, learn, practice and play on Quizlet with classroom objects.
- Listen to and see pictures of classroom items on Spanishtown.
- View Infographic on various classroom arrangements to get gist of main ideas of benefits of each.

Numbers/Colors

- Play Veo, veo (I Spy), traditional game in which objects are described and players guess what is being described; incorporate colors and numbers with classroom objects.
- Model sentences of "There is/there are" with classroom objects, also describing color and quantity.
- Listen to and watch the 10 Canguros song video.
- Play Cuantos, Press the button,, tic, tac, toe
- See, listen and practice these numbers out of order.
- Listen, click and drag the numbers in this game
- Read an illustrated Halloween counting storybook
- Listen and type numbers that are spoken in isolation, then in phrases and sentences.
- Read this storybook about characters of different colors.
- Skim and scan this Infographic about the relationship between emotions and colors for main ideas, familiar vocabulary and cognates.
- Play these color games and sing the song; all on Rockalingua.
- Play whole class games of Quizlet Live, Quizizz and Kahoot practicing concepts of describing

class environment, as well as class interactions.

Calendar

- Listen to and say the days and related calendar expressions. Listen to and see images of the months.
- View this fascinating website with in-depth explanations about the Aztec calendar.
- View infographic on origins and meanings of the days of the week. Skim and scan for familiar vocabulary, main ideas and cognates.
- Create days of the week wheel to practice days and play with concepts of today, yesterday and tomorrow.

El Día de los Muertos (Day of the Dead holiday)

- View video clip of authentic interviews of people on the street in Mexico with transcripts in English and Spanish about how el Día de los Muertos is celebrated.
- Skim and scan infographic on the festive holiday looking for context with illustrations, familiar words and cognates.
- View photo gallery of the holiday
- Read class set of Rookie Read-about-holidays El Día de los Muertos picture books.

Interpersonal (dialogue with each other and with teacher)

- Ask and answer questions with partners or in small groups about name, age, origin, state of being. Exchange relevant greetings and leave takings.
- Using puppets, finger puppets or creating a digital puppet show, to lower affective filter, exchange greetings, pleasantries, introductions and leave takings.
- Give mindfulness commands mentioned above in Interpretive section to classmates.
- View Infographic on classroom commands; give and receive commands with partners or in small groups.
- Download game board and play Yo tengo game with classroom objects in pairs or small groups, following these instructions.
- Ask and answer how many of each item/person are in the classroom.
- Express the color and quantity of items in the classroom environment verbally to classmate
- Ask and respond to questions about actual weather conditions during various months in various parts of the world with this interpersonal activity.

- Sing "Feliz cumpleaños" to students for their birthday. Ask and respond to questions about birthdays.

Presentational (writing and speaking to an audience)

- Create a graphic organizer of KWL chart indicating what students know, would like to know and later, what they learned about importance of learning another language. First, view an example of a KWL chart.
- Create a different KWL chart indicate what students know, would like to know, and later, learned about Spanish speaking countries.
- Create infographics, postcards, greetings cards, emails, books, booklets, flyers about themselves and others, including name, age, origin, state of being, appropriate greetings, pleasantries and leave takings through storybird, bookwright, canva, seesaw
- Create conversations through dialogue bubbles, comics, a postcard, an email, Create an All About Me: banner, booklet, Q & A book, Flipbook, myselfie book.
- Create infographics, books, booklets, flyers about the school environment describing the colors and quantities of items in the environment through storybird, bookwright, canva, seesaw
- Create a calendar for the months of October and November in Spanish. Write out the dates of students' days off and other holidays and important dates.
- Organize months under categories of seasons and weather in this Graphic Organizer
- Create a Venn diagram comparing and contrasting the Day of the Dead holiday with the local holiday of Halloween.

Benchmarks:

You will be visiting Lima, Perú as an exchange student and staying with a host family as you attend a public school in Lima. In preparation for your trip, you will complete the following tasks:

1. You will be meeting a lot of new people in your host community. Watch this [video](#) of Spanish speakers from various countries talking about how they both greet and say goodbye to people. List at least four greetings and four ways of saying goodbye that you are familiar with and include their English meaning.
2. Listen as Berenice introduces herself on this [audio](#). Can you understand where she is saying that she is from, how old she is and what her profession is?
3. Then watch this [video](#) of more interviews. Select three people and describe them by name, age, where they are from and their profession.
4. Write a brief email to your host family, introducing yourself, saying where you are from, your age and how you are. You may also ask questions of them, such as their names and how they are.
5. Your host mother sends you a [calendar](#) (also pasted below) indicating all the holidays both in Lima and throughout the country. Your actual mother wants to know what days you will be off from school so that she can Skype with you. She is also learning Spanish so she can communicate with your host family

when she is Skyping with you. Write the date out for each holiday and include the entire word for the day (only the first letter of each day is written on the calendar).








6. Although visiting another country is an exciting experience, it can be stressful at times. Read this infographic on ten habits to improve your life and see if you can write the main idea of at least 5 healthy habits suggested that will help you deal with stress.
7. Here is a picture of a classroom in Perú, which will be similar to the classroom where you will be studying. Please answer the following questions about the classroom:
 - a. ¿Cuántos estudiantes hay?
 - b. ¿Cuántos maestros hay?
 - c. ¿De qué colores son los uniformes de los estudiantes?
 - d. ¿Cuántos sillas hay?
 - e. ¿Cuántos escritorios hay?
 - f. ¿De qué colores son las mochilas?
 - g. ¿Hay una ventana?
 - h. ¿Hay una puerta?
 - i. ¿Hay portátiles?



8) To prepare for instructions your teacher in Perú will give you, match the commands that your teacher gives you with the following pictures.

- a. Levanta la mano
- b. Saca un bolígrafo
- c. Usa el sacapuntas
- d. Cierra el libro.
- e. Habla con tu compañero/a.
- f. Ponte la mochila.
- g. Guarda los libros.
- h. Camina a tu pupitre.
- i. Siéntate bien.
- j. Forma la línea.
- k. Escribe en tu papel.
- l. Ponte tu chaqueta.

Benchmarks:	
Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time
<p>The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.</p> <ul style="list-style-type: none"> • Performance is defined as how well a learner uses language acquired in a classroom setting. • Proficiency is defined as the spontaneous use of language in real-world situations that might occur when: <ul style="list-style-type: none"> – interacting with native speakers of the language, or – immersed in a target language environment. <p>The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.</p> <ul style="list-style-type: none"> • Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home. • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community. • Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics. • Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics. 	

Learning Plan

Learning Activities:

- Think, Pair, Share [activity](#) about importance on a personal, as well as more global, level of learning and speaking other languages.
- Think, Pair, Share about a [KWL](#) about Spanish speaking countries.
- Identify continents, regions and other geographical terms on globes, listening to teacher's descriptions, using comprehensible input, including cognates.
- Engage in interactive digital geography related activities from [Sheppard Software](#)
- Read about country profiles on the interactive site [Kids National Geographic](#) and the CIA's [World Fact book](#)
- Take virtual tours viewing [photo galleries of Spanish speaking countries](#)
- Using authentic resources/infographics/children's books, ask questions and have students respond to cultural nuances.
- Listen to and sing the traditional vowel song from Puerto Rico (A, E, I,O,U El burro sabe más que tú) from Silly Songs CD available through Teacher's Discovery (or just teach the rhyme).
- Sound out classmates' Spanish names, based on above vowel sounds.
- Listen to, learn, practice and play on [Quizlet](#) greetings, introductions, leave taking.
- Watch this [video](#) of a student greeting and introducing her friends and her family.
- Ask and answer what classmates' names are, referring to name tags on desks.
- Human Tic Tac Toe – Answer questions or fill in the blank to complete basic conversations.
- Write a digital dialogue incorporating basic conversation.
- Review vowels and Spanish alphabet through Sing, Dance, Laugh and Eat Tacos 2 [song](#) in preparation for performing dialogue.
- Perform dialogue with partners, in groups and/or in front of the class and teacher using puppets.
- Use [listening and drawing activity](#) to represent conversation presented by teacher.
- Use TPR for classroom objects and basic classroom commands/activities. Students demonstrate understanding of these commands/activities.
- Label items in classroom.
- Sing [Pollito, chicken](#) a traditional song from Puerto Rico about classroom and other common items/people/animals..
- Play these classroom objects [matching game](#), [matching columns](#), [matching squares](#), [multiple choice](#), [illustrated squares](#), [more matching games](#) on Quia.
- Complete simple addition, subtraction, multiplication and division [problems](#).
- Learn the [colors](#) then play the visual and audio games selecting the correct colors.
- Sing the months to the tune of "La cucaracha," ending with "cha cha cha" after "diciembre."
- Use this months/seasons [Venn Diagram](#) to indicate which months do (or don't) overlap in different seasons.
- Watch this four seasons [PowerPoint](#) and print out slides to play four corners with descriptions of weather and/or months.
- Use this [Conversation Starter](#) colorful reference page of days/months/seasons/weather/numbers for a partner communicative activity.
- Watch [video clip](#) on "Crafting Coco," the Pixar movie about the Day of the Dead. Discuss what the movie creators were trying to convey about this holiday and the Mexican culture.
- Watch [video](#) of the holiday related song "Chumba la cuchumba" and/or this [version](#) with lyrics.

Read the lyrics to "Chumba la cuchumba" in Spanish and English at the bottom of this [blog](#).

Resources:

Note: To the best of my knowledge, any and all resources listed throughout this curriculum are offered at no cost to teacher or student.

[NJ World Languages Student Learning Standards](#)

[NJ World Languages Progression Chart](#)

[NJ World Languages Model Curriculum](#)

[NJ WL Annotated Glossary with Resources](#)

[Ohio Model Curriculum](#)

[Ohio Curriculum Resources](#)

Presentation Software:

[blurb/bookwright](#)

[canva](#)

[seesaw](#)

[storybird](#)

[123teachme](#)

[abcya](#)

[Audiolingua](#)

[ACTFL](#)

[A green mouse](#)

[Aztec calendar](#)

[Babbel](#)

[Barbara K. Nelson Colby.edu](#)

[CAPL authentic pictures](#)

[Carmen Lomas Garza artwork](#)

[Center for Applied Linguistics](#)

[Class tools](#)

[Digital dialects](#)

[Easy espanol YouTube channel](#)

[Education.com](#)

[Estudia feliz - links](#)

[Fluency prof](#)

[Hello-world](#)

[ilovelanguages](#)

[Karen Schairer blogspot \(oral histories\)](#)

[Kids National Geographic](#)

[Language guide](#)

[Leadwithlanguages](#)

[Los Mayas](#)

[Makebeliefscomix \(comics creator\)](#)

[Maurice River Township](#)

[Mis cosas](#)

[Newsela](#)

[PBS kids - Noah](#)

[Read conmigo](#)

[Rockalingua](#)

[Senorabuffa](#)

[Short stories/fairytales](#)

[Socrative](#)

[Spanish 4 teachers](#)

[Spanish listening](#)

[Spanish playground](#)

[Spanish Spanish](#)

[Spanishtown](#)

[Spanish stories](#)
[Sr. Jordan's videos](#)
[Teachers pay teachers \(all free materials\)](#)
[University of Texas videos/audio](#)
[Veinte mundos \(newspaper\)](#)
[Videoele](#)
[Watchknowlearn](#)
[Woodward vocabulary games](#)
[World Language a la carte](#)
[Zambombaso \(Zachary Jones\)](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

4.0	Students will be able to: <ul style="list-style-type: none"> Categorize and classify vocabulary based on observed linguistic patterns to create new language
3.0	Students will be able to: <ul style="list-style-type: none"> Identify and categorize familiar people, places, and objects based on simple oral and/or written descriptions. Present information from age-and level-appropriate, culturally authentic materials orally or in writing.
2.0	Students will be able to: <ul style="list-style-type: none"> Recall vocabulary and match terms about familiar people, places, and objects Use context clues to determine meaning of unknown words
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

4.0	Students will be able to: <ul style="list-style-type: none"> Explain what they believe to be the best digital tools to use for information exchange and why Create a media rich slide show or use an app to gain understanding
3.0	Students will be able to: <ul style="list-style-type: none"> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
2.0	Students will be able to: <ul style="list-style-type: none"> Recall previously learned vocabulary at word level and phrase level Use context clues to determine meaning of unknown words practice correct, safe use of digital technology
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

4.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize the role that culture and location play in determining the gestures and intonation of a language. Identify speech and grammar patterns and use those patterns to create “new” language Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.
3.0	Students will be able to: <ul style="list-style-type: none"> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases which demonstrates comprehension.
2.0	Students will be able to: <ul style="list-style-type: none"> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. Recall previously learned vocabulary and match vocabulary to pictures Identify difference between statements and questions Recall linguistic pronunciation rules
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Additional challenge to use Spanish vocabulary in daily activities, explore various aspects of Hispanic/Latino culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use digital media – apps to expand knowledge. http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
Struggling Learners	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit concepts through video, Use visuals, songs, art to reinforce vocabulary activities
English Language Learners	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos, repeat directions, ensure understanding, use of a buddy, use of visuals, highlight academic vocabulary, extended time, use of music/art. Confer with ESL teacher. http://www.state.nj.us/education/aps/cccs/ELL.htm
Special Needs Learners	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the notes, video, special apps for WL, visual flashcards, use of music/art/kinesthetic activities. Modify as per IEP. http://www.state.nj.us/education/specialed/
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Unit Title: German and the World Around Me

Unit Description:

This unit will introduce students to the German language and culture. Students will be able to make connections with many known German words, foods, traditions, and companies and discover the benefits of studying German in school and later on in life. Students will use their knowledge of cognates (from previous unit), to decipher meaning of many new German vocabulary words including months, colors, and days of the week. Students will learn appropriate greetings, goodbyes, and introductions in German. Students will learn numbers, colors, and classroom objects so that they can talk about what they see around them to others. They will also learn do interpretive and interpersonal activities with months and days of the week. Students will learn about the German holiday of Nikolaustag, as well as other German cultural practices, so that they can not only make connections between their own culture and the German culture, but also gain a better insight into how to interact with any native German speakers.

Unit Duration: 1 Marking Period

Desired Results

Standard(s): Students start at the Novice Low level for German and move towards the Novice Mid. *Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Interdisciplinary Connections

The World Language curriculum supports the following NJSLs ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g.,

who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology

In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.

Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.

Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.

Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

World Languages Education in the 21st Century

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

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

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

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

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

Indicators:

The Novice-Mid language learner understands and communicates a variety of words, phrases and expressions and can independently identify and recognize words and phrases that bring meaning to text.

Interpretive:

- Skim and scan culturally authentic audio, video and written text from electronic and other sources to identify cognates, the "gist" of the message, as well as relevant vocabulary.
- Match pictures of a classroom in a German speaking country based on oral and written descriptions.
- Watch video clips and listen to audio of interviews and clips of introductory conversations or autobiographical information.
- Read and watch a video clip about holidays in Germany.
- Compare and contrast holiday celebrations in the target culture(s) with that of the students' culture(s).
- Identify the days/dates of days off/holidays in a school calendar from a German speaking country.
- Identify cognates from Mindfulness infographics and articles; recognize "gist" of the main ideas presented.
- Identify basic concepts such as greetings, colors, numbers, etc. based on descriptions in songs, games, storybooks and other activities (both virtual and actual).

Interpersonal:

- Engage in short conversations with classmates and teacher incorporating exchanges of greetings, introductions, pleasantries and leave-taking, as well as asking and responding to questions about personal information, such as name, age, place of origin, and state of being.
- Utilizing digital tools from Unified Classroom (or OneNote or Flipgrid), record and/or videotape the above communication on their laptops.
- Describe people, places and things in their school environment.
- Speak about days off/holidays on their school calendar and a school calendar from a German speaking country. Compare and contrast the dates.
- Recognize common gestures and intonations of German speaking cultures during greetings, leave takings and introductions.

Presentational:

- Create an "All About Me" booklet, introducing themselves, including name, age, place of origin, state of being, etc.

- Imitate appropriate gestures, intonations and expressions of German speaking cultures when presenting themselves to others and engaging in short introductory conversations.
- Physically respond to teacher's commands regarding daily school routines, as well as basic Mindfulness routines.
- Give and respond to commands to and from classmates for basic school routines, as well as Mindfulness routines.
- Describe immediate classroom environment in terms of quantity of people and quantity and color of items. Do the same for a classroom in a German speaking country.
- Write about days/dates of various holidays in German speaking countries.

Understandings:

Students will understand that...

- There are many similarities between the German and English languages.
- There are similarities and differences between German speaking cultures and the students' culture(s).
- Strategies such as listening for familiar words, cognates, being aware of context, and watching the speaker for clues can help with understanding spoken German.
- Strategies such as paying attention to titles, pictures, familiar words and expressions, cognates and context can help with understanding written German.
- Even at a beginning level, it is possible to understand and convey important information about myself, others and the world around me.
- Even at a beginning level, it is possible to understand the "gist" or main idea of a written or oral communication.
- Mistakes are welcome and are a natural part of the language learning process.
- Learning German can provide many benefits in school and in the workforce.
- German, German speakers, and German-speaking countries play a large part in the world around me.
- Culture plays a big role in how people communicate with each other and in the celebration of holidays.
- Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and

Essential Questions:

- What are some key similarities and differences between German and English?
- How can I become more aware, appreciative and inclusive of the differences in languages and cultures?
- How can I use what I already learned in Spanish to help me learn German?
- What are some strategies I can use to help me understand what I am reading and/or listening to in German?
- What are some strategies I can use to get the "gist" or main idea of what I am reading and/or listening to in German?
- How can I talk to someone or write in German even when I am just starting to learn it?
- What role does German play in the world around me?
- How can German be beneficial to me as I continue in school and into the workforce?
- What role does culture play in how German speakers communicate with each other?
- What role does culture play in how German speakers celebrate holidays?

purchase and sale of goods such as toys, games, travel, and luxury items.)

Assessment Evidence

Performance Tasks:

Interpretive (reading and listening):

- Reasons to learn German/German speaking countries
- Read Vistawide's reasons on the importance of speaking German.
- Read on World Atlas and Thoughtco. sites to see where in the world German is spoken.
- Find those countries on Hugg-a-Planet globe as well as this World map. View this Map to see ten countries with the most German speakers.
- View those countries' maps on Atlapedia.
- View and listen to interactive map

Mindfulness:

- Skim and scan the following infographics for cognates and main ideas:
- 100 simple ideas for a healthier life
- Follow basic mindfulness commands from teacher, such as: close your eyes, smile, breathe in, breathe out, count your breath, focus your attention on your breath, relax, etc. More ideas for above can be taken from this [document](#)

Greetings, pleasantries, introductions, leave taking:

- Select a German name (either directly translated, or if not possible, a similar one) from this list and create name tags for desks.
- Listen to greetings, pleasantries, introductions and leave takings. on languageguide and digital dialects and ielanguages.
- Listen to authentic audio of native German speakers introducing themselves
- View Chapter 1 of a wonderful free program offered by the Goethe Institute called [Felix and Franzi](#) of greetings and cognates including a video, song, song lyrics and PowerPoint.
- View [Chapter 2](#) of Felix and Franzi which covers state of being and incorporates a video, song, song lyrics and PowerPoint.

Numbers/Colors

- Listen to numbers teacher states and indicate correct ones on this [grid](#). Note that Germans count on their fingers in a different way than the U.S. students do. Demonstrate to students.

Formative:

- All performance tasks can be used as formative assessments.
- Class participation during oral, aural, written and digital activities
- All About Me banners and mini-books
- Student created digital flyers, infographics, stories, greeting cards, postcards, etc.
- TPR responses
- Reading and interpreting texts, especially infographics and stories
- Listening to, watching and interpreting audio and video of introductory conversations and autobiographical presentations.
- Whole class, small group and paired games such as Flyswatter, Bingo, HumanTic Tac Toe, Board games, Concentration, Quizlet Live, Quizizz, Kahoot, etc.

Summative:

- Benchmark assessment incorporating elements of an integrated performance assessment, including interpretive reading and listening sections and a presentational section.

- Play I Spy, a traditional game in which objects are described and players guess what is being described; incorporate colors and numbers with classroom objects.
- Model sentences of "There is/there are" with classroom objects, also describing color and quantity.
- Read this numbers storybook.
- Watch YouTube video with the colors.
- Play this matching game from Hello World.
- Play more virtual games mix and match and memory and four in a row from German games.
- Read this colors' storybook.
- View Chapter 4 of Felix and Franzi Goethe program for a color-related story.

Calendar

- Sing the days of the week song and this rap and this months rap.
- Listen, watch and practice the days on Sunny Suphot's channel. Also practice the months.
- Practice the calendar on this downloaded interactive activity.
- View Chapter 12 of Goethe's Felix and Franzi program.

Holidays

- Read about how the Muslim holiday of Ramadan is celebrated in Germany. Read more about Ramadan in Germany and how the ending of Ramadan, a 3-day celebration Eid al-Fitr has been compared to Christmas in Germany.
- Read about celebrating Hanukkah in Germany and five surprising facts about Hanukkah in Germany
- Watch this video of the lighting of Europe's largest Hanukkah menorah. Listen to the rabbi's beautiful message with English captions and listen for German cognates and familiar vocabulary.
- Skim and scan this infographic on tips for buying holiday presents for familiar vocabulary, cognates and the "gist."
- Read this fun article from the National Geographic site on Krampus, a traditional character who is the opposite of Nikolaus.
- Watch this German tv commercial with a twist about the lengths a grandfather would go to in order to have his family visit him in Germany for the holidays.
- Read this kids' world travel guide on Nikolaustag and Wienachten in Germany.
- View Felix and Franzi's Cultural chapter video.

- View this excellent PowerPoint on holiday celebrations in Germany, as well as this thorough and beautiful PowerPoint or this short, sweet one. Also, take this adorable PP "quiz."

Interpersonal (dialogue with each other and with teacher)

- Ask and answer questions with partners or in small groups about name, age, origin, state of being. Exchange relevant greetings and leave takings.
- Using puppets, finger puppets or creating a digital puppet show, to lower affective filter, exchange greetings, pleasantries, introductions and leave takings.
- Give mindfulness commands mentioned above in Interpretive section to classmates.
- Ask and answer how many of each item/person are in the classroom.
- Give classroom commands to classmates.
- Ask and respond to questions of month and season in which holidays fall.
- Ask and answer questions about actual weather conditions in various parts of the world during various months/seasons.
- Express the color and quantity of items in the classroom environment verbally to classmates.
- Play this numbers card game "I have, who has?" and a variety of interactive games with these number cards.
- Play interactive colors game and [colors dominoes](#).

Presentational (Writing and Speaking to an audience)

- Create infographics, postcards, greetings cards, emails, books, booklets, flyers about themselves and others, including name, age, origin, state of being, appropriate greetings, pleasantries and leave takings through [storybird](#), [bookwright](#), [canva](#), [seesaw](#)
- Create conversations through [dialogue bubbles](#), [comics](#), [a postcard](#), [an email](#)
- Create an All About Me mini-booklet.
- Create an All About Me banner.
- Practice and play games on digital dialects and languagesonline
- Create a culturally appropriate digital German holiday card. Print card and deliver to a family member or staff member or friend.
- Sing these number songs: #1-10, #11-20, #1-100
- Create numbers/colors bookmarks

- Create a calendar for the months of December and January. Write out the dates of students' days off and other holidays and important dates.
- Create a graphic organizer to organize months and weather in appropriate seasons.

Benchmarks:

You will be visiting Berlin, Germany as an exchange student and staying with a host family as you attend a public school in Berlin. In preparation for your trip, you will complete the following tasks:

1. You will be meeting a lot of new people in your host community. Listen to a student introduce herself on this [audio](#). What is her name? Where is she from? What does she study? What is one of her hobbies?
2. Write a brief email to your host family, introducing yourself, saying where you are from, your age and how you are. You may also ask questions of them, such as their names and how they are.
3. Your host mother sends you a German calendar (below). Your actual mother wants to know what days you will be off from school so that she can Skype with you. She is also learning German so she can communicate with your host family when she is Skyping with her family.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AEAC AD AE AFAG AH AI AJAK AL AM ANAO AP AQ AFAS AT AU AV AW																											
Kalender 2018																											
Januar				Februar				März				April				Mai				Juni				Juli			
1 Mi	2 Do	3 Fr	4 Sa	1 Do	2 Fr	3 Sa	4 So	1 So	2 Mo	3 Di	4 Mi	1 Di	2 Mi	3 Do	4 Fr	1 Di	2 Mi	3 Do	4 Fr	1 So	2 Mo	3 Di	4 Mi	1 Mi	2 Do	3 Fr	4 Sa
5 So	6 Mo	7 Di	8 Mi	5 Mo	6 Di	7 Mi	8 Do	2 Mo	3 Di	4 Mi	5 Do	2 Mi	3 Do	4 Fr	5 Sa	2 Do	3 Fr	4 Sa	5 So	2 Mo	3 Di	4 Mi	5 Do	2 Do	3 Fr	4 Sa	5 So
6 So	7 Mo	8 Di	9 Mi	6 Di	7 Mi	8 Do	9 Fr	3 Di	4 Mi	5 Do	6 Sa	3 Do	4 Fr	5 Sa	6 So	3 Mi	4 Do	5 Fr	6 So	3 Do	4 Fr	5 Sa	6 So	3 Do	4 Fr	5 Sa	6 So
7 So	8 Mo	9 Di	10 Mi	7 Mi	8 Do	9 Fr	10 Sa	4 Do	5 Fr	6 So	7 Mo	4 Fr	5 Sa	6 So	7 Mo	4 Do	5 Fr	6 So	7 Mo	4 Do	5 Fr	6 So	7 Do	4 Do	5 Fr	6 So	7 Mo
8 Mo	9 Di	10 Mi	11 Do	8 Do	9 Fr	10 Sa	11 So	5 Do	6 Sa	7 Mo	8 Di	5 Fr	6 So	7 Mo	8 Di	5 Do	6 Sa	7 Mo	8 Di	5 Do	6 Sa	7 Mo	8 Do	5 Do	6 Sa	7 Mo	8 Di
9 Di	10 Mi	11 Do	12 Mo	9 Fr	10 Sa	11 So	12 Mo	6 Do	7 Mo	8 Di	9 Mi	6 So	7 Mo	8 Di	9 Mi	6 Do	7 Mo	8 Di	9 Mi	6 Do	7 Mo	8 Do	6 Do	7 Mo	8 Di	9 Mi	10 So
10 Mi	11 Do	12 Mo	13 Di	10 Sa	11 So	12 Mo	13 Di	7 Mo	8 Di	9 Mi	10 Do	7 So	8 Mo	9 Di	10 Mi	7 Do	8 Mi	9 Do	10 Fr	7 Do	8 Mi	9 Do	10 Mo	7 Do	8 Mi	9 Do	10 Mo
11 Do	12 Mo	13 Di	14 Mi	11 So	12 Mo	13 Di	14 Mi	8 Di	9 Mi	10 Do	11 Mo	8 So	9 Mo	10 Di	11 Mi	8 Do	9 Mi	10 Do	11 Mo	8 Do	9 Mi	10 Do	11 Di	8 Do	9 Mi	10 Do	11 Di
12 Mo	13 Di	14 Mi	15 Do	12 Mo	13 Di	14 Mi	15 Do	9 Mi	10 Do	11 Mo	12 Di	9 So	10 Mo	11 Di	12 Mi	9 Do	10 Mi	11 Do	12 Mo	9 Do	10 Mi	11 Do	12 Di	9 Do	10 Mi	11 Do	12 Di
13 Di	14 Mi	15 Do	16 Fr	13 Di	14 Mi	15 Do	16 Fr	10 Do	11 Mo	12 Di	13 Mi	10 So	11 Mo	12 Di	13 Mi	10 Do	11 Mo	12 Di	13 Mi	10 Do	11 Mo	12 Do	13 Di	10 Do	11 Mo	12 Do	13 Di
14 Mi	15 Do	16 Fr	17 Sa	14 Mi	15 Do	16 Fr	17 Sa	11 Mo	12 Di	13 Mi	14 Do	11 So	12 Mo	13 Di	14 Mi	11 Do	12 Mi	13 Do	14 Fr	11 Do	12 Mi	13 Do	14 Mo	11 Do	12 Mi	13 Do	14 Mo
15 Do	16 Fr	17 Sa	18 So	15 Do	16 Fr	17 Sa	18 So	12 Di	13 Mi	14 Do	15 Fr	12 So	13 Mo	14 Di	15 Mi	12 Do	13 Mi	14 Do	15 Fr	12 Do	13 Mi	14 Do	15 Mo	12 Do	13 Mi	14 Do	15 Mo
16 Fr	17 Sa	18 So	19 Mo	16 Fr	17 Sa	18 So	19 Mo	13 Mi	14 Do	15 Fr	16 Sa	13 So	14 Mo	15 Di	16 Mi	13 Do	14 Mi	15 Do	16 Fr	13 Do	14 Mi	15 Do	16 Mo	13 Do	14 Mi	15 Do	16 Mo
17 Sa	18 So	19 Mo	20 Di	17 Sa	18 So	19 Mo	20 Di	14 Do	15 Fr	16 Sa	17 So	14 So	15 Mo	16 Di	17 Mi	14 Do	15 Mi	16 Do	17 Fr	14 Do	15 Mi	16 Do	17 Mo	14 Do	15 Mi	16 Do	17 Mo
18 So	19 Mo	20 Di	21 Mi	18 So	19 Mo	20 Di	21 Mi	15 Fr	16 Sa	17 So	18 Mo	15 So	16 Mo	17 Di	18 Mi	15 Do	16 Mi	17 Do	18 Fr	15 Do	16 Mi	17 Do	18 Mo	15 Do	16 Mi	17 Do	18 Mo
19 Mo	20 Di	21 Mi	22 Do	19 Mo	20 Di	21 Mi	22 Do	16 Sa	17 So	18 Mo	19 Di	16 So	17 Mo	18 Di	19 Mi	16 Do	17 Mi	18 Do	19 Fr	16 Do	17 Mi	18 Do	19 Mo	16 Do	17 Mi	18 Do	19 Mo
20 Di	21 Mi	22 Do	23 Fr	20 Di	21 Mi	22 Do	23 Fr	17 So	18 Mo	19 Di	20 Mi	17 So	18 Mo	19 Di	20 Mi	17 Do	18 Mi	19 Do	20 Fr	17 Do	18 Mi	19 Do	20 Mo	17 Do	18 Mi	19 Do	20 Mo
21 Mi	22 Do	23 Fr	24 Sa	21 Mi	22 Do	23 Fr	24 Sa	18 Mo	19 Di	20 Mi	21 Do	18 So	19 Mo	20 Di	21 Mi	18 Do	19 Mi	20 Do	21 Fr	18 Do	19 Mi	20 Do	21 Mo	18 Do	19 Mi	20 Do	21 Mo
22 Do	23 Fr	24 Sa	25 So	22 Do	23 Fr	24 Sa	25 So	19 Di	20 Mi	21 Do	22 Mi	19 So	20 Mo	21 Di	22 Mi	19 Do	20 Mi	21 Do	22 Fr	19 Do	20 Mi	21 Do	22 Mo	19 Do	20 Mi	21 Do	22 Mo
23 Fr	24 Sa	25 So	26 Mo	23 Fr	24 Sa	25 So	26 Mo	20 Mi	21 Do	22 Mi	23 Do	20 So	21 Mo	22 Di	23 Mi	20 Do	21 Mi	22 Do	23 Fr	20 Do	21 Mi	22 Do	23 Mo	20 Do	21 Mi	22 Do	23 Mo
24 Sa	25 So	26 Mo	27 Di	24 Sa	25 So	26 Mo	27 Di	21 Do	22 Mi	23 Do	24 Mi	21 So	22 Mo	23 Di	24 Mi	21 Do	22 Mi	23 Do	24 Fr	21 Do	22 Mi	23 Do	24 Mo	21 Do	22 Mi	23 Do	24 Mo
25 So	26 Mo	27 Di	28 Mi	25 So	26 Mo	27 Di	28 Mi	22 Mo	23 Di	24 Mi	25 Do	22 So	23 Mo	24 Di	25 Mi	22 Do	23 Mi	24 Do	25 Fr	22 Do	23 Mi	24 Do	25 Mo	22 Do	23 Mi	24 Do	25 Mo
26 Mo	27 Di	28 Mi	29 Do	26 Mo	27 Di	28 Mi	29 Do	23 Di	24 Mi	25 Do	26 Mi	23 So	24 Mo	25 Di	26 Mi	23 Do	24 Mi	25 Do	26 Fr	23 Do	24 Mi	25 Do	26 Mo	23 Do	24 Mi	25 Do	26 Mo
27 Di	28 Mi	29 Do	30 Fr	27 Di	28 Mi	29 Do	30 Fr	24 Mi	25 Do	26 Mi	27 Do	24 So	25 Mo	26 Di	27 Mi	24 Do	25 Mi	26 Do	27 Fr	24 Do	25 Mi	26 Do	27 Mo	24 Do	25 Mi	26 Do	27 Mo
28 Mi	29 Do	30 Fr	31 Sa	28 Mi	29 Do	30 Fr	31 Sa	25 Do	26 Mi	27 Do	28 Mi	25 So	26 Mo	27 Di	28 Mi	25 Do	26 Mi	27 Do	28 Fr	25 Do	26 Mi	27 Do	28 Mo	25 Do	26 Mi	27 Do	28 Mo
29 Do	30 Fr	31 Sa		29 Do	30 Fr	31 Sa		26 Mi	27 Do	28 Mi	29 Do	26 So	27 Mo	28 Di	29 Mi	26 Do	27 Mi	28 Do	29 Fr	26 Do	27 Mi	28 Do	29 Mo	26 Do	27 Mi	28 Do	29 Mo
30 Fr	31 Sa			30 Fr	31 Sa			27 Do	28 Mi	29 Do	30 Mi	27 So	28 Mo	29 Di	30 Mi	27 Do	28 Mi	29 Do	30 Fr	27 Do	28 Mi	29 Do	30 Mo	27 Do	28 Mi	29 Do	30 Mo
31 Sa				31 Sa				28 Mi	29 Do	30 Mi	31 Do	28 So	29 Mo	30 Di	31 Mi	28 Do	29 Mi	30 Do	31 Fr	28 Do	29 Mi	30 Do	31 Mo	28 Do	29 Mi	30 Do	31 Mo

Benchmarks:	
Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time
<p>The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.</p> <ul style="list-style-type: none"> • Performance is defined as how well a learner uses language acquired in a classroom setting. • Proficiency is defined as the spontaneous use of language in real-world situations that might occur when: <ul style="list-style-type: none"> – interacting with native speakers of the language, or – immersed in a target language environment. <p>The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.</p> <ul style="list-style-type: none"> • Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home. • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community. • Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. • Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics. • Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics. 	

Learning Plan

Learning Activities:

- Take this cognate "quiz" to see how much German students already know.
- Use a German KWL chart to indicate what the students know, want to learn and, later, have learned about Germany.
- Read National Geographic's Fast Facts about Germany and about German speaking countries from the CIA Fact Book.
- Scan this article to learn about Germany's population, changing demographics and recent immigration trends.
- Take a virtual tour of German speaking countries viewing photo galleries
- Watch this video clip of Germans greeting each other and having a brief conversation.
- Listen to and watch a German YouTube channel to practice asking how you are, greetings and pleasantries, introducing yourself, stating where you're from.
- Sing Happy Birthday in German when students celebrate birthdays.
- Ask and answer what classmates' names are, referring to name tags on desks.
- Human Tic Tac Toe – Answer questions or fill in the blank to complete basic conversations.
- Write a digital dialogue incorporating basic conversation.
- Perform dialogue with partners, in groups and/or in front of the class and teacher using puppets.
- Use listening and drawing activity to represent conversation presented by teacher.
- Learn Classroom Expressions
- View and practice classroom objects on German games on YouTube.
- Use TPR for classroom objects and basic classroom commands/activities. Students demonstrate understanding of these commands/activities.
- Label items in classroom.
- Listen to, practice and play games with any and all of the new vocabulary on any of the sites listed under each heading.
- Using authentic resources/infographics/children's books, ask questions and have students respond to cultural nuances.
- Present the holidays listed below and, using this reference of months, days and seasons, have students engage in communicative activity with partners, stating date and season of holiday.
- Using this colorful weather flyer engage in an interpersonal activity, asking and responding to questions about weather conditions in various seasons and month.
- Watch this four seasons and weather PowerPoint and print out slides to play four corners with descriptions of weather and/or months.
- View this interactive PowerPoint on weather conditions.
- Create a Venn Diagram indicated in which seasons each month falls (overlap will occur).
- Learn about Nikolaustag which is celebrated on Dec. 6 and for which there are unique celebratory traditions.
- Create a Venn diagram comparing and contrasting holiday celebrations, dates, characters and personalities and traditions in Germany and the United States.
- Read about the history of Stille Nacht
- Sing the German songs (or excerpts from) Stille Nacht in German French and Spanish and O Tannenbaum in German [French](#) and [Spanish](#).

Resources:

Note: To the best of my knowledge, any and all resources listed throughout this curriculum are offered at no cost to teacher or student.

[NJ World Languages Student Learning Standards](#)

[NJ World Languages Progression Chart](#)

[NJ World Languages Model Curriculum](#)

[NJ WL Annotated Glossary with Resources](#)

[Ohio Model Curriculum](#)

[Ohio Curriculum Resources](#)

Presentation Software:

[blurb/bookwright](#)

[canva](#)

[seesaw](#)

[storybird](#)

[ACTFL](#)

[American Association of Teachers of German](#)

[Audiolingua](#)

[Babbel](#)

[BBC](#)

[Best German websites](#)

[Best online resources for teachers of German](#)

[Bookbox](#)

[CAPL authentic pictures](#)

[Cartoons](#)

[Center for Applied Linguistics](#)

[Class tools](#)

[Comics](#)

[Digital dialects](#)

[Education.com](#)

[Education.vic.gov.au](#)

[Educationworld](#)

[German games](#)

[German with Felix and Franzl - Goethe Institute](#)

[Goethe Institute](#)

[Grimm stories](#)

[Hello-world](#)

[ilovelanguages](#)

[Infografiken](#)

[Kids National Geographic](#)

[Kids' news \(kindernetz\)](#)

[Language guide](#)

[Language links \(wikispaces\)](#)

[Languagesonline](#)

[Leadwithlanguages](#)

[Makebeliefscomix \(comics creator\)](#)

[Newsela](#)

[Oxford German](#)

[Santa television](#)

[Sesame Street \(Sesamstrasse\)](#)

[Socrative](#)

[Storybird German storybooks](#)

[Sunny Suphot](#)

[Teachers pay teachers \(all free materials\)](#)

[Vistawide](#)

[Watchknowlearn](#)

[World Language a la carte](#)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

4.0	Students will be able to: <ul style="list-style-type: none"> Identify speech and grammar patterns in questions and statements, and use those patterns to create new language Hypothesize the role that culture and location play in determining the gestures and intonation of a language. Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate understanding of basic commands Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. Present information from age and level-appropriate, culturally authentic materials orally or in writing.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize every culture has different practices Identify familiar people, places and objects based on simple oral/written descriptions Recall learned vocabulary Recognize and use asking words Recall pronunciation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Additional challenge to use German vocabulary in daily activities, explore various aspects of German culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use digital media – apps to expand knowledge. http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
Struggling Learners	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit concepts through video, Use visuals, songs, art to reinforce vocabulary activities
English Language Learners	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos, repeat directions, ensure understanding, use of a buddy, use of visuals, highlight academic vocabulary, extended time, use of music/art. Confer with ESL teacher. http://www.state.nj.us/education/aps/cccs/ELL.htm
Special Needs Learners	Extended time, multiple choice possibilities, matching, word banks, visuals, use of iPads or laptops as available to revisit the notes, video, special apps for WL, visual flashcards, use of music/art/kinesthetic activities. Modify as per IEP. http://www.state.nj.us/education/specialed/
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Unit Title: French and the World Around Me

Unit Description:

This unit will introduce students the French language and culture. Students will be able to make connections with many known French words, foods, traditions, and companies and discover the benefits of studying French in school and later on in life. Students will use their knowledge of cognates (from previous unit), to decipher meaning of many new French vocabulary words including months, colors, and days of the week. Students will learn appropriate greetings, goodbyes, and introductions in French. Students will perform interpersonal and interpretive task with regard to numbers, colors, the calendar, days of the week, and classroom objects so that they communicate in the target language to others. Students will also learn about the French holiday of Mardi Gras, as well as other French cultural practices, so that they can not only make connections between their own culture and the French culture, but also gain insight into how to interact with any native French speakers.

Unit Duration: One Marking Period

Desired Results

Standard(s): Students start at the Novice Low level for French and move towards the Novice Mid.

Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Interdisciplinary Connections

The World Language curriculum supports the following NJSLs ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details

(e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Indicators:

[ELA / WL Alignment](#)

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and

Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology

In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.

Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.

Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.

Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

World Languages Education in the 21st Century

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

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

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

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

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

Indicators:

The Novice-Mid language learner understands and communicates a variety of words, phrases and expressions and can independently identify and recognize words and phrases that bring meaning to text.

Interpretive:

- Skim and scan culturally authentic audio, video and written text from electronic and other sources to identify cognates, the "gist" of the message, as well as relevant vocabulary.
- Match pictures of a classroom in a French speaking country based on oral and written descriptions.
- Watch videos and listen to audio of interviews and clips of introductory conversations or autobiographical information.
- Read and watch a video clip about the holiday of the Mardi Gras
- Identify the days/dates of days off/holidays in a school calendar from a French speaking country.
- Identify cognates from Mindfulness infographics and articles; recognize "gist" of the main ideas presented.
- Identify basic concepts such as greetings, colors, numbers, etc. based on descriptions in songs, games, storybooks and other activities (both virtual and actual).

Interpersonal:

- Engage in short conversations with classmates and teacher incorporating exchanges of greetings, introductions, pleasantries and leave-taking, as well as asking and responding to questions about personal information, such as name, age, place of origin, and state of being.
- Utilizing digital tools from Unified Classroom (or OneNote or Flipgrid), record and/or videotape the above communication on their laptops.
- Describe people, places and things in their school environment.
- Speak about days off/holidays on their school calendar and a school calendar from a French speaking country. Compare and contrast the dates.
- Recognize common gestures and intonations of French speaking cultures during greetings, leave takings and introductions.

Presentational:

- Create an "All About Me" booklet, introducing themselves, including name, age, place of origin, state of being, etc.
- Imitate appropriate gestures, intonations and expressions of French speaking cultures when presenting themselves to others and engaging in short introductory conversations.
- Physically respond to teacher's commands regarding daily school routines, as well as basic Mindfulness routines.
- Give and respond to commands to and from classmates for basic school routines, as well as Mindfulness routines.
-

Understandings:

Students will understand that...

- There are many similarities between the French and English languages.
- There are similarities and differences between French speaking (Francophone) cultures and the students' culture(s).
- Strategies such as listening for familiar words, cognates, being aware of context, and watching the speaker for clues can help with understanding spoken French.
- Strategies such as paying attention to titles, pictures, familiar words and expressions, cognates and context can help with understanding written French.
- Even at a beginning level, it is possible to understand and convey important information about myself, others and the world around me.
- Even at a beginning level, it is possible to understand the "gist" or main idea of a written or oral communication.
- Mistakes are welcome and are a natural part of the language learning process.
- Learning French can provide many benefits in school and in the workforce.
- French, Francophones, and Francophone countries play a large part in the world around me.
- Culture plays a big role in how people communicate with each other and in the celebration of holidays.
- Many products and practices related to home and community are shared across cultures; others are culture specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Essential Questions:

- What are some key similarities and differences between French and English?
- How can I become more aware, appreciative and inclusive of different languages and cultures?
- How can I use what I already learned in Spanish and German to help me learn French?
- What are some strategies I can use to help me understand what I am reading and/or listening to in French?
- What are some strategies I can use to get the "gist" or main idea of what I am reading and/or listening to in French?
- How can I talk to someone or write in French even when I am just starting to learn it?
- What role does French play in the world around me?
- How can French be beneficial to me as I continue in school and into the workforce?
- What role does culture play in how Francophones communicate with each other?
- What role does culture play in how Francophones celebrate holidays?

Assessment Evidence

Performance Tasks:**Interpretive (reading and listening – demonstrating comprehension)**

- Reasons to speak French/Francophone countries
- Read about the top ten reasons to study French from [France Diplomatie](#)
- View the first [infographic of the International Day of the Francophone from Babel for familiar vocabulary, cognates and the "gist" of the importance of learning French.](#)
- Learn fast fun facts about France from [Kids National Geographic](#)

Other Evidence:**Formative:**

- All performance tasks can be used as formative assessments.
- Class participation during oral, aural, written and digital activities
- All About Me banners and mini-books
- Student created digital flyers, infographics, stories, greeting cards, postcards, etc.
- TPR responses
- Reading and interpreting texts, especially infographics and stories

- Read this [article of where French is spoken and view this list of Francophone countries.](#)
- View this [map infographic in French of the Francophone countries in the world. View this map of the 10 countries in the world with the most Francophones.](#)
- Find the Francophone country on the map on this [interactive link](#)
- View and listen to [interactive map](#)

Mindfulness

- Skim and scan the following infographics for familiar vocabulary, cognates and main ideas. These are on the same page; scroll down to numbers indicated:
 - [#10 Why is it good to practice yoga?](#)
 - [#11 Benefits of Mindfulness](#)
- Follow basic mindfulness commands from teacher, such as: close your eyes, smile, breathe in, breathe out, count your breath, focus your attention on your breath, relax, etc. More ideas for above can be taken from this [document](#)

Greetings, pleasantries, introductions, leave taking

- Select a French name (either directly translated, or if not possible, a similar one) from [this list](#) and create name tags for desks.
- Place these beautiful [name plates on desk with name and crucial vocabulary/images.](#)
- Listen to and practice greetings, pleasantries, introductions and leave takings. on [languageguide](#) and [the bbc \(also click on introducing yourself, how old am I?, etc.\)](#) and [digital dialects and ielangauges](#)
- Sing "Bonjour, fille! Bonjour garçon! Bonjour enfants! Comment t'allez vous? Très bien!!!" to the tune of [Good night ladies](#)
- Listen to and sing [Bonjour! Bonjour! and Bonjour, hello](#)
- Read Storybird books on [greetings, and introductions and state of being](#)
- Watch meet and greet video from [A Green Mouse](#)
- Watch this [video](#) (at least until the 3 minute 30 second mark) of native speakers greeting each other and having brief conversations.
- Listen to [audio](#) of Francophones introducing themselves.

Classroom environment

- Listen to and watch videos [My pencil case and What do I have in my pencil case?](#) from A green mouse.
- Sing this song about the classroom.

- Listening to, watching and interpreting audio and video of introductory conversations and autobiographical presentations.
- Whole class, small group and paired games such as Flyswatter, Bingo, HumanTic Tac Toe, Board games, Concentration, Quizlet Live, Quizizz, Kahoot, etc.

Summative:

- Benchmark assessment incorporating elements of an integrated performance assessment, including interpretive reading and listening sections and a presentational section

- Listen to and practice classroom items.
- Complete this communicative Scavenger Hunt with classmates.

Numbers and Colors

- Play “I Spy,” a traditional game in which objects are described and players guess what is being described; incorporate colors and numbers with classroom objects.
- Model sentences of “There is/there are” with classroom objects, also describing color and quantity.
- Sing this Alan LeLait #1-20 numbers song, as well as #20-50 song and #1-100 song.
- Sing this #1-100 rap song.
- See, listen and practice these numbers on digital dialects, as well as on language guide and hello world.
- Read this Storybird storybook on colors, as well as this one.
- Play whole class games of Quizlet Live, Quizizz and Kahoot practicing concepts of describing class environment, as well as class interactions.

Calendar

- Sing Alan LeLait’s days of the week song.
- Watch this tutorial of the days of the week with Francheeze.
- Sing this Alan LeLait’s months of the year song.
- Mardi Gras
- View this comprehensive PowerPoint on the celebration’s meaning and history, as well as this PowerPoint.
- Watch this video clip from National Geographic on the Mardi Gras in New Orleans.
- Watch this wonderful clip from PBS.
- Play a Mardi Gras Board Game.
- Interpersonal (dialogue with each other and with teacher)

Ask and answer questions with partners or in small groups about name, age, origin, state of being. Exchange relevant greetings and leave takings.

Using puppets, [finger puppets or creating a digital puppet show](#), to lower affective filter, exchange greetings, pleasantries, introductions and leave takings.

Give mindfulness commands mentioned above in Interpretive section to classmates.

View [Classroom Commands](#) and give and receive commands with partners or in small groups.

Ask and answer how many of each item/person are in the classroom.

Express the color and quantity of items in the classroom environment verbally to classmates.

Ask and respond to questions about weather conditions during various seasons/months in various parts of the world.

Ask and answer questions about in which months/seasons various holidays fall.

Presentational (writing and speaking to an audience)

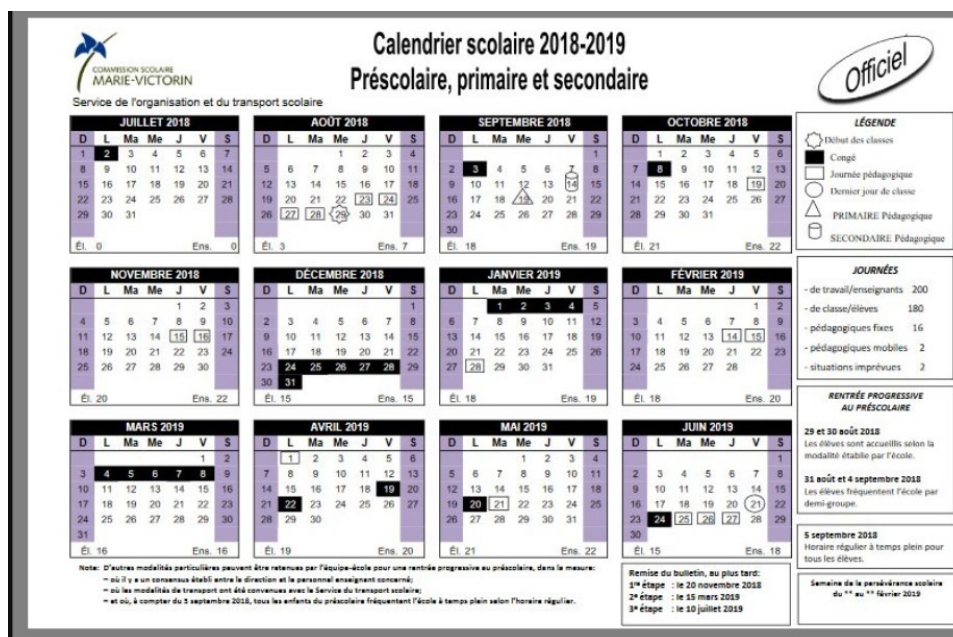
- Create a graphic organizer of KWL chart indicating what students know, would like to know and later, what they learned about importance of learning another language. First, view an example of a KWL chart.
- Create a different KWL chart indicate what students know, would like to know, and later, learned about Spanish speaking countries.
- Create infographics, postcards, greetings cards, emails, books, booklets, flyers about themselves and others, including name, age, origin, state of being, appropriate greetings, pleasantries and leave takings through [storybird](#), [bookwright](#), [canva](#), [seesaw](#)
- Create conversations through [dialogue bubbles](#), [comics](#), [a postcard](#), [an email](#).
- Create an All About Me: [banner](#), [booklet](#), [star](#)
- Create infographics, books, booklets, flyers about the school environment describing the colors and quantities of items in the environment through [storybird](#), [bookwright](#), [canva](#), [seesaw](#)
- Create a calendar for the months of April and May in French. Write out the dates of students' days off and other holidays and important dates.
- Create a graphic organizer to organize months and weather in appropriate seasons.

Benchmarks:

You will be visiting Paris, France as an exchange student and staying with a host family as you attend a public school in Paris. In preparation for your trip, you will complete the following tasks:

1. You will be meeting a lot of new people in your host community. Listen to a student introduce herself on this [audio](#) What is her name? Where is she from? What is her job? What is one of her hobbies? How old is she?
2. Write a brief email to your host family, introducing yourself, saying where you are from, your age and how you are. You may also ask questions of them, such as their names and how they are.
3. Your host mother sends you a French calendar (below). Your actual mother wants to know what days you will be off from school so that she can Skype with you. She is also learning to speak French so

she can communicate with your host family when she is Skyping with you. Write the date in French for each holiday and include the entire word for the day.



4. Although visiting another country is an exciting experience, it can be stressful at times. Read this [infographic](#) (scroll down to #6) on three simple ways to begin meditating. State what you understand of the suggestions.
5. Here is a picture of a classroom in France, which will be similar to the classroom where you will be studying. Please answer the following questions about the classroom:
 - a. Il y a combien d'étudiants?
 - b. Il y a combien de professeurs?
 - c. Il ya des sacs à dos?
 - d. De quelle couleur est le tableau?
 - e. Il y a combien de cartes?
 - f. De quelle couleur est le papier?
 - g. Il y a des portables?



Une salle de classe dans une école primaire. Stéphane de Sakutin AFP/Archives

6. To prepare for instructions your teacher in France will give you, match the commands that your teacher gives you with the following pictures.
 - a. A) Levez la main.
 - b. Assis bien.

- c. Ecris sur ton papier.
- d. Ferme ton livre.
- e. Parle à ton compagnon.
- f. Mets ton sac à dos.
- g. Range tes livres.
- h. Forme la ligne.
- i. Sors ton stylo.
- j. Utilise le taille-crayon
- k. Marche à ton bureau.
- l. Mets ta veste.

Learning Plan

Learning Activities:

- Think, Pair, Share activity about importance on a personal, as well as more global, level of learning and speaking French.
- Think, Pair, Share then begin to fill out a KWL in French about Francophone countries.
- Identify continents, regions and other geographical terms on globes, listening to teacher's descriptions, using comprehensible input, including cognates.
- Find Francophone countries on the Hugg-a-Planet globes; compare and contrast the Spanish and French names of the countries.
- Read about Francophone country profiles on the interactive site Kids National Geographic and the CIA's World Fact book
- Take virtual tours viewing photo galleries of French speaking countries
- Sing Happy Birthday and give students a French birthday bookmark and a French birthday certificate when they celebrate birthdays.
- Using authentic resources/infographics/children's books, ask Sing questions and have students respond to cultural nuances.
- Listen to, learn, practice and play on Quizlet greetings, introductions, leave taking.
- Listen to and watch [video](#) on greetings, introductions, leave takings from A green mouse.
- Ask and answer what classmates' names are, referring to name tags on desks.
- Human Tic Tac Toe – Answer questions or fill in the blank to complete basic conversations. Write a digital dialogue incorporating basic conversation.
- Perform dialogue with partners, in groups and/or in front of the class and teacher using puppets.
- Use [listening and drawing activity to represent conversation presented by teacher](#).
- Use TPR for classroom objects and basic classroom commands/activities. Students demonstrate understanding of these commands/activities.
- Label items in classroom.
- As an interpersonal, communicative activity, engage in this [I have, Do you have?](#) classroom objects game.

- Play this [Snails and Ladders Board Game](#) for numbers 1-100.
- Practice months/seasons with partners/small groups with this [interactive wheel](#).
- Print out [Seasons and Weather Posters](#) to play four corners with descriptions of weather and/or months.
- Create a Venn Diagram to indicate which season(s) in which the months fall.
- Discuss the weather graphics in this [communicative activity](#).
- Skim and scan this [infographic](#) on the Mardi Gras for familiar vocabulary, cognates and “gist.”

Resources:

Note: To the best of my knowledge, any and all resources listed throughout this curriculum are offered at no cost to teacher or student.

[NJ World Languages Student Learning Standards](#)

[NJ World Languages Progression Chart](#)

[NJ World Languages Model Curriculum](#)

[NJ WL Annotated Glossary with Resources](#)

[Ohio Model Curriculum](#)

[Ohio Curriculum Resources](#)

Presentation Software:

[blurb/bookwright](#)

[canva](#)

[seesaw](#)

[storybird](#)

[ACTFL](#)

[A green mouse](#)

[Alan LeLait's YouTube channel](#)

[Audiolingua](#)

[Babbel](#)

[BBC](#)

[Bookbox](#)

[CAPL authentic pictures](#)

[Center for Applied Linguistics](#)

[Class tools](#)

[Digital dialects](#)

[Education.com](#)

[Fluency prof](#)

[Free Rice](#)

[FrenchGames](#)

[FrenchSpanishonline](#)

[Hello-world](#)

[ielanguages](#)

[ilovelanguages](#)

[Kids National Geographic](#)

[Language guide](#)

[Languagesonline](#)

[Leadwithlanguages](#)

[Makebeliefscomix \(comics creator\)](#)

[Newsela](#)

[Quia](#)

[Rainbow School Toolbox](#)

[Socrative](#)

[Teacherspayteachers \(all free materials\)](#)

[Vistawide](#)

[WatchKnowLearn](#)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

4.0	Students will be able to: <ul style="list-style-type: none"> • Identify speech and grammar patterns in questions and statements, and use those patterns to create new language • Hypothesize the role that culture and location play in determining the gestures and intonation of a language. • Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of basic commands • Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recognize every culture has different practices • Identify familiar people, places and objects based on simple oral/written descriptions • Recall learned vocabulary • Recognize and use asking words • Recall pronunciation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Additional challenge to use French vocabulary in daily activities, explore various aspects of French culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use digital media – apps to expand knowledge. http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
Struggling Learners	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit concepts through video, Use visuals, songs, art to reinforce vocabulary activities
English Language Learners	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos, repeat directions, ensure understanding, use of a buddy, use of visuals, highlight academic vocabulary, extended time, use of music/art. Confer with ESL teacher. http://www.state.nj.us/education/aps/cccs/ELL.htm
Special Needs Learners	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the notes, video, special apps for WL, visual flashcards, use of music/art/kinesthetic activities. Modify as per IEP. http://www.state.nj.us/education/specialed/
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Unit Title: Spanish – All About Me and My Preferences**Unit Description:**

In this unit, students will expand upon their Spanish knowledge and begin to express preferences using Me gusta(n)/ No me gusta(n), and be able to differentiate when to use me gusta (singular) versus me gustan (plural). Students will be able to identify parts of the body in Spanish, so that they can say what hurts. They will also use their knowledge of Spanish numbers to learn how to tell time in Spanish, so that they can report at what time they do particular activities.

Unit Duration: One Marking Period**Desired Results**

Standard(s): *Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video and written text from electronic and other sources to identify cognates, the "gist" of the message, as well as relevant vocabulary.
- Match pictures of foods in a Spanish speaking country based on oral and written descriptions.
- Watch videos and listen to audio of interviews with native speakers and clips of personal preferences, likes and dislikes.
- Identify cognates from infographics and articles; recognize "gist" of the main ideas presented.

Identify basic concepts such as time, body parts, foods, likes/dislikes etc. based on descriptions in songs, games, storybooks and other activities (both virtual and actual).

- identify basic concepts such as time, body parts, foods, likes/dislikes etc. based on descriptions in songs, games, storybooks and other activities (both virtual and actual).
- Read and watch short online articles and video clips on Cinco de mayo.
- If possible, collaborate with art and/or classroom teacher for time to create an easy and short papel picado making activity to celebrate the holiday and promote a Cinco de mayo artistic influence in the school/classroom

Interpersonal:

- Give and receive body part commands.
- Engage in a communicative activity with fortune teller oragami to share food likes/dislikes.
- Engage in short conversations and Scavenger Hunt/Lotto activities with classmates and teacher incorporating exchanges about food and activity preferences.
- Utilizing digital tools from Unified Classroom (or OneNote or Flipgrid), record and/or videotape the above communication on their laptops.
- Describe activity likes/dislikes and ask and respond to questions about what time those activities take place.

Presentational:

- Create fortune teller origami activity with food likes/dislikes
- Imitate appropriate gestures, intonations and expressions of Spanish speaking cultures when presenting themselves to others and engaging in short introductory conversations.

- Physically respond to teacher's input regarding body parts, time, good and likes/dislikes..
- Give and respond to commands to and from classmates regarding same.
- Create virtual projects including menus, Cinco de mayo mini-books, and personal food and activity preferences booklets, on-line flyers or infographics.
- Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Recalling previous vocabulary and concepts will help me talk about myself and other concepts in more detail.
- Strategies such as listening for familiar words, cognates, being aware of context, and watching the speaker for clues can help with understanding spoken Spanish.
- Strategies such as paying attention to titles, pictures, familiar words and expressions, cognates and context can help with understanding written Spanish.
- Using non-verbal communication such as pictures, movement, and acting out words out can help others understand me.
- There are different structures used to express certain concepts in Spanish, such as "it pleases me" and "it pains me" as opposed to "I like" and "It hurts."
- Spanish speaking cultures view time different than the American culture.
- Military time is used in many parts of the world for transportation, public events and schedules to avoid confusion.
- Culture plays a big role in how people communicate with each other and in the celebration of holidays.

Essential Questions:

- What is the best way for me to retain as much language as possible in long-term memory?
- How can I understand how cultures are alike and different?
- How can I learn to be tolerant and inclusive?
- Why is it important to remember words and concepts that I have already learned in Spanish?
- How might the context help me understand words I do not know?
- How can I understand concepts that use different structures in Spanish (me gusta/n, me duele/n)?
- What are some strategies I can use to get the "gist" or main idea of what I am reading and/or listening to in Spanish?
- What role does culture play with food and food preferences?
- How can I express my personal food preferences?
- What role does culture play in how people view time?

Assessment Evidence

Performance Tasks:

Interpretive (reading and listening)

- Listen to and act out a body parts songs about what hurts from Sing, Dance, Laugh and Eat Tacos 2 [Me duele la cabeza.](#)
- Watch this excellent [PowerPoint](#) on parts of the body and what ails various parts.
- Listen to and type the [times](#) that are indicated by native speakers, in isolation and then in context.
- Listen to, watch and read about native speakers discussing issues of [time.](#)

Other Evidence:

Formative:

- All performance tasks can be used as formative assessments.
- Class participation during oral, aural, written and digital activities
- All About Me and My Preferences banners and mini-books
- Student created digital flyers, infographics, stories, greeting cards, postcards, etc.
- TPR responses
- Reading and interpreting texts, especially infographics and stories

- View emoji [images](#) and scan an emoji [Facebook infographic](#) to deduce and determine similar ways to “me gusta” express emotions.
- Read Storybird [storybook](#) “I’m Very Hungry,” (in Spanish).
- Students can also read the Hungry Caterpillar book in Spanish now!
- Listen to and practice different foods and “me gusta” (scroll 3/4 way down page) on [ielanguages](#)
- View “What do you like to eat?” (in Spanish) [PowerPoint](#)
- Watch this short [History channel video clip](#) on Cinco de mayo, as well as this very brief PBS [clip](#).
- Read Cinco de mayo [facts](#) from insidemexico.com or from the [History channel](#).
- Interpersonal (dialogue with each other and with teacher)
- Ask and answer simple questions referring to activity and food preferences.
- Ask and respond to questions of what time it is, using personal Judy analog clocks.
- Give and receive body part commands with partner or small groups.
- Inflect tone of voice appropriately to indicate the asking of a question or the making of a short statement.
- Engage in interactive [activity](#) categorizing foods with partner or in small groups.
- Discuss activity likes/dislikes with partner in this interactive [activity](#).

Presentational (Writing and Speaking to an audience)

- Create infographics, postcards, greetings cards, emails, books, booklets, flyers about Cinco de mayo, activity and food preferences through [storybird](#), [bookwright](#), [canva](#), [seesaw](#)
- Create conversations through [dialogue bubbles](#), [comics](#), [a postcard](#), [an email](#).
- Create infographics, books, booklets, flyers about food, body parts and ailments, likes and dislikes through [storybird](#), [bookwright](#), [canva](#), [seesaw](#)
- Create a digital menu and describe food preferences.
- Create a culturally relevant Cindo de mayo digital greeting card and deliver to someone special either in school or at home.
- Create [Cinco de mayo minibook](#)
- Create a [Venn diagram](#) comparing and contrasting how and where Cinco de mayo is celebrated in the U.S. and in Mexico.

- Listening to, watching and interpreting audio and video of introductory conversations and autobiographical presentations.
- Whole class, small group and paired games such as Flyswatter, Bingo, HumanTic Tac Toe, Board games, Concentration, Quizlet Live, Quizizz, Kahoot, etc.

Summative:

- Benchmark assessment incorporating elements of an integrated performance assessment, including interpretive reading and listening sections and a presentational section.

Benchmarks:

As further preparation for your trip as an exchange student in Perú, you will do the following:

1. Look at the pictures of a Peruvian market and a children's menu below. Write sentences about the fruits and vegetables (mention at least 5), as well as the menu items (also mention at least 5), that you like and don't like. How much does a children's meal cost? What comes included in a children's meal (for example, a main dish). How much are extra toppings? How many main dish options are there? Until what age can you order from the children's menu?



2. Send a second email to your host family. Tell them some activities that you like and don't like to do. Also mention times that you normally do those activities.
3. Listen to and watch this [song](#) about what we should eat to help us grow. Write recommendations from the song about what to eat and what not to eat to be healthy.
4. Listen to this [audio](#) of Claudia. What does she eat for breakfast?

Menú Infantil

Elige el plato principal con la guarnición que más te guste, un postre y la bebida. Hasta 12 años.

Plato principal



Hamburguesa



Perrito



Macarrones



Peskitos

Guarnición a elegir



Patatas fritas



Arroz blanco



Nachos



Ensalada



Postre a elegir



Tortita



Gelatina de fresa



Fruta de temporada

Y añade a tu postre toppings de Lacasitos o galletitas Oreo por 0,95€.

5,95€

Bebida a elegir: Coca-Cola, agua mineral, zumo Minute Maid o Trina.

Benchmarks:

Assessing Performance

Based on instruction: Describes what the language learner can demonstrate based on what was learned

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned

Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.

Assessing Proficiency

Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Spontaneous: Tasks are non-rehearsed situations

Broad content and context: Context and content are those that are appropriate for the given level

Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

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

Learning Plan

Learning Activities:

- Use TPR to respond to body parts commands.
- Sing and act out [Head, Shoulders, Knees and Toes in Spanish](#).
- Monsters- Call out a part of the body in Spanish. Students will draw this on their paper, and then pass to the student next to them who will draw the next number and body part.
- Play Simon Says with parts of the body as class, then small groups with student leaders.
- Listen to this traditional song [El burro enfermo \(The sick donkey\)](#) by Jose Luiz Orozca and complete this corresponding body parts [activity](#)
- BINGO- Review Spanish Numbers Bingo, Body Bingo, Food Bingo, Clock bingo
- Sing [Vamos a la playa](#) about where you like to go and what you like to do.
- Use individual Judy clocks to practice telling time in Spanish with partners and in small groups.
- Introduce food with plastic food realia.
- Indicate food likes/dislikes in this [thumbs up/thumbs down activity](#).
- Play [Guess who?](#) with cards of fruit characters with various body parts.
- Write dialogue incorporating food likes/dislikes.
- Role play the dialogue in a restaurant or a cafeteria lunch scene with partners.
- Perform dialogue with partners in front of group and/or in front of the class and teacher using puppets.
- Play this food [dice game](#) with partners or in small groups.
- Ask and respond to questions about food and activity likes/dislikes.
- Ask and respond to questions about what time liked activities take place.
- Practice “gustar” with this [PowerPoint](#).
- Engage in class [Scavenger Hunt](#) as well as [Lotto Game](#) finding classmates who like to do various activities.
- Human Tic Tac Toe played with questions regarding likes/dislikes, time, body parts and food.
- Use [listening and drawing activity to represent conversation presented by teacher](#).
- Read Rookie’s Read-About-Holidays class set of books on Cinco de mayo.

Resources:

Note: To the best of my knowledge, any and all resources listed throughout this curriculum are offered at no cost to teacher or student.

[NJ World Languages Student Learning Standards](#)

[NJ World Languages Progression Chart](#)

[NJ World Languages Model Curriculum](#)

[NJ WL Annotated Glossary with Resources](#)

[Ohio Model Curriculum](#)

[Ohio Curriculum Resources](#)

Presentation Software:

[blurb/bookwright](#)

[canva](#)

[seesaw](#)

[storybird](#)

[123teachme](#)

[abcya](#)

[Audiolingua](#)

[ACTFL](#)

[A green mouse](#)

[Aztec calendar](#)

[Babbel](#)

[BBC](#)

[Barbara K. Nelson Colby.edu](#)

[Bookbox](#)

[CAPL authentic pictures](#)

[Carmen Lomas Garza artwork](#)

[Center for Applied Linguistics](#)

[Class tools](#)

[Digital dialects](#)

[Easy espanol YouTube channel](#)

[Education.com](#)

[Estudia feliz - links](#)

[Fluency prof](#)

[Hello-world](#)

[ielanguages](#)

[ilovelanguages](#)

[Karen Schairer blogspot \(oral histories\)](#)

[Kids National Geographic](#)

[Language guide](#)

[Languagesonline](#)

[Leadwithlanguages](#)

[Los Mayas](#)

[Makebeliefscomix \(comics creator\)](#)

[Maurice River Township](#)

[Mis cosas](#)

[Newsela](#)

[PBS kids - Noah](#)

[Read conmigo](#)

[Rockalingua](#)

[Senorabuffa](#)

[Short stories/fairytales](#)

[Socrative](#)

[Spanish 4 teachers](#)

[Spanish listening](#)
[Spanish playground](#)
[Spanish Spanish](#)
[Spanishtown](#)
[Spanish stories](#)
[Spanish Storybirds](#)
[Sr. Jordan's videos](#)
[Teachers pay teachers \(all free materials\)](#)
[TES \(search for free resources\)](#)
[University of Texas videos/audio](#)
[Veinte mundos \(newspaper\)](#)
[Videoele](#)
[Vistawide](#)
[Watchknowlearn](#)
[Woodward vocabulary games](#)
[World Language a la carte](#)
[Zambombaso \(Zachary Jones\)](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

4.0	Students will be able to: <ul style="list-style-type: none"> Identify speech and grammar patterns in questions and statements, and use those patterns to create new language Hypothesize the role that culture and location play in determining the gestures and intonation of a language. Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify familiar people, places and objects based on simple oral/written descriptions Demonstrate understanding of basic commands Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. Perform short dialogues/role plays with applied skills Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize every culture has different practices Begin to form simple sentences Recall and recognize learned vocabulary Recognize and use interrogatives Use appropriate pronunciation of vowels/vocabulary
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Additional challenge to use Spanish vocabulary in daily activities, explore various aspects of Hispanic/Latino culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use digital media – apps to expand knowledge.
Struggling Learners	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit concepts through video, Use visuals, songs, art to reinforce vocabulary activities
English Language Learners	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos, repeat directions, ensure understanding, use of a buddy, use of visuals, highlight academic vocabulary, extended time, use of music/art. Confer with ESL teacher. http://www.state.nj.us/education/aps/cccs/ELL.htm
Special Needs Learners	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the notes, video, special apps for WL, visual flashcards, use of music/art/kinesthetic activities. Modify as per IEP. http://www.state.nj.us/education/specialed/
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.