Fairfield Township School District

World Language Curriculum



Board Approved August 9, 2018

Fairfield School District	ol District
World Language Curriculum Guide	irriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 1	UNIT NAME: All About Me
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations.
District/School Texts/Resources	District/School Supplementary Resources
Powerpoint Presentation lessons.	Websites:
Worksheets	QUIA.com Memrise.com
Qui.com interactive activities	Brainpop.com Youtube Spanish tutoring lessons

CONTENT ARE.	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1	UNIT NAME: All About Me	
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#		STUDENT LEARNING OBJECTIVES	RNING OBJECT	IVES	CORRESPONDING CCSS/NJCCCS
.	Skim and scan culturall sources and other sour activities.	Skim and scan culturally authentic audio, video, or written text from electronic in sources and other sources to Identify pastime activities and preferences related activities.	o, or written text fi activities and prefi	nformation to these	7.1.NM.A.1 7.1.NM.A.4
ŀ	Click here for the "Can-Do" Statement.	-Do" Statement.			
	Ask and respond to memorized questions about the digital tools and face-to-face communication.	Ask and respond to memorized questions about preferences related to pastime digital tools and face-to-face communication.	ut preferences rela	ated to pastime activities using	7.1.NM.B.1 7.1.NM.B.4
2	Click here for the "Can-Do" Statement.	-Do" Statement.			
	List culturally specific a	List culturally specific and personal pastime activities.	tivities.		7.1.NM.C.4
ω	Click here for the "Can-Do" Statement.	-Do" Statement.			
А	Retell highlights from a and/or in writing that i rich presentation.	ige- and level-appropria ncludes preferences reli	ite culturally authe ated to pastime ac	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation.	7.1.NM.C.1 7.1.NM.C.4
-	Click <u>here</u> for the "Can-Do" Statement.	-Do" Statement.			

Fairfield School District World Language Curriculum Guide

World Language Curriculum Guide CONTENT AREA: World Languages Novice-Mid K-S UNIT ARME: All About Me Content Standards for World Languages Linguistic Content Statements New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetive New Jersey Core Curriculum Content Standards for World Languages Internetional New Jersey Core Curriculum Content Standards Internetional New Jersey Curre Internetional Novice Mord level and preternets Internetional Novice Hold language learner understands and communicates at the word level and can use memorized words and phroses independently toto	Fairfield School District
MYTENT AREA: World Languages Nowice-M Code # New Jersey (Code # New Jersey (guistic Content Statements New Jersey (erbretive: New Jersey (e Novice-Mid language learner understands and c New Jersey (erbretive: New Jersey (e Novice-Mid language learner understands and c New Jersey (erbretive: Novice-Mid language learner understands and c e Novice-Mid language learner understands and c State needs and preferences. o Respond to learned questions. State needs and preferences. o State needs and preferences. New Jerse. o Describe people, places, and things. State needs and preferences. o Metal ists. Describe people, places, and things. e Novice-Mid language learner understands and c State needs and preferences. Metal ists. o Metal ists. Describe people, places, and things. Metal ists. o State needs and preferences. Metal ists. Metal ists. o State needs and preferences. Metal ists. Metal ists. Metal ists. Metal ists. o	World Language Curriculum Guide
Code # New Jersey (guistic Content Statements Rew Jersey (guistic Content Statements Rew Jersey (e Novice-Mid language learner understands and c Novice-Mid language learner understands and c e Novice-Mid language learner understands and c Respond to learned questions. e Novice-Mid language learner understands and c State needs and preferences. o Respond to learned questions. o State needs and preferences. o Describe people, places, and things. esentational: State needs and preferences. o Make lists. o Make lists. o State needs and preferences. o State needs and preferences. o Describe people, places, and things. e Novice-Mid language learner understands and c State needs and preferences. o Describe people, places, and things. o Make lists. o State needs and preferences. o State needs and preferences. o State needs and preferences. o Describe people, places, and things.	Novice-Mid K-5 UNIT #: 1 UNIT NAME:
guistic Content Statements erpretive: e Novice-Mid language learner understands and c vrds and phrases that bring meaning to text. erpersonal: e Novice-Mid language learner understands and c o Respond to learned questions. o State needs and preferences. o Describe people, places, and things. esentational: e Novice-Mid language learner understands and c o State needs and preferences. o Make lists. o State needs and preferences. o Bescribe people, places, and things. consoli identity is developed through experiences for the developed through experiences. o likes/dislikes, and pastimes.	New Jersey (
 erpretive: e Novice-Mid language learner understands and c <i>vrds and phrases</i> that bring meaning to text. erpersonal: e Novice-Mid language learner understands and c e Novice-Mid language learner understands and c 5 Respond to learned questions. o State needs and preferences. o State needs and preferences. o Describe people, places, and things. Seentational: e Novice-Mid language learner understands and c fural conter-Mid language learner understands and c furral Content state is people, places, and things. 	Linguistic Content Statements
 erpersonal: a Novice-Mid language learner understands and c a Respond to learned questions. b Ask memorized questions. c State needs and preferences. b Describe people, places, and things. besentational: a Novice-Mid language learner understands and c c Make lists. c Make lists. c State needs and preferences. c Itural Content Statement(s): rsonal identity is developed through experiences the development of this understanding should incool, likes/dislikes, and pastimes.) 	Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.
 Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things. Describe people, places, and things. Make lists. Make lists. State needs and preferences. Describe people, places, and things. 	Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently
 esentational: Novice-Mid language learner understands and c Make lists. State needs and preferences. Describe people, places, and things. Itural Content Statement(s): rsonal identity is developed through experiences the development of this understanding should inc the development of this understanding should inc nool, likes/dislikes, and pastimes.) 	0 0 0 0
 Make lists. State needs and preferences. Describe people, places, and things. Describe people, places, and things. Itural Content Statement(s): rsonal identity is developed through experiences the development of this understanding should inc nool, likes/dislikes, and pastimes.) 	Presentational: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently
hrough experiences t erstanding should inc nes.)	0 0 0
	hrough experiences t erstanding should inc nes.)

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CONTENT ARE.	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1	UNIT NAME: All About Me
7.1.NM.A.1	Recognize familiar spc	Recognize familiar spoken or written words and phrases contained in culturally	nd phrases contain	led in culturally authentic materials using electronic
	Information sources re This CPI supp	Information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	nes. 1, 2, & 3 CCSS-ELA	Reading.
7.1.NM.A.4	Identify familiar peopl This CPI supp	familiar people, places, and objects based on simple oral and/or This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading .	based on simple ora 1, 2, & 3 CCSS-ELA	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.B.1	Use digital tools to ex This CPI supp	change basic informatic orts Anchor Standard 6	on at the word and CCSS-ELA Writing	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.4	Ask and respond to sir This CPI supp	Ask and respond to simple questions, make requests, and express preferences This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.	equests, and expre Speaking & Listen	ss preferences using memorized words and phrases. ing.
7.1.NM.C.1	Use basic information to be shared virtually This CPI supp Listening.	Use basic information at the word and memorized-phi to be shared virtually with a target language audience This CPI supports Anchor Standards 4, 5, & 6 Listening.	orized-phrase level audience. 4, 5, & 6 CCSS-ELA	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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4	Present information fr This CPI supp	rom age- and level-app orts Anchor Standard 4	ropriate, culturally • CCSS-ELA Writing	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

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CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 1	UNIT NAME: All About Me
CONCEPTS	SKILLS
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
 Pastime activities 	 Recognize pastime preferences as found in culturally
 Expressions used to indicate location 	authentic oral and written texts.
	 Ask memorized questions related to pastime activities using
The structures necessary to:	digital tools and face-to-face communication.
Express like and dislike (as memoriz	 Answer simple questions related to pastime activities using
 Give and respond to commands (as memorized chunks) 	 Describe self and others using oral or written text
 Memorized and frequently practiced questions to inquire 	 Identify culturally specific pastime activities.
about likes and dislikes and pastime activities	 Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime
Unit 1b follows Unit 1a. It is understood that students will have	activities.
already mastered the following:	
 Physical characteristics 	
 Personality qualities 	
Numbers 1-31	
 The structures necessary to: 	
 Describe physical qualities and personality qualities 	
o Express emotions	
 Express where one lives and goes to school 	
 Memorized and frequently practiced questions associated 	
with physical characteristics, personality qualities, and age	
 Culturally appropriate expressions and gestures to greet and 	
take leave	
 How to raise or lower intonation when asking different types 	
or questions (if appropriate in the target language)	

selves and talk about pastime preferences while using culturally	introduce them:	nemorized phrases to	<u>Presentational:</u> They use lists, chunks of language and memorized phrases to introduce themselves and talk about appropriate gestures and intonations.	
Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to pastimes preferences.	with classmates, bastimes prefere	ripted conversations questions related to p	Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the which they ask and answer memorized questions related to pastimes preferences	
e biographies, social network sites, stories, and short clips from	ch as blogs, onlin	[,] video/audio texts su time preferences.	Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social movies and television that focus on pastime preferences.	
Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	nunication to exp nd that their exp rays in the target	three modes of comr ilture. They understa wever, the text is alw	Students use the target language in the three modes of communication to explore pastime preferences new with members of the target culture. They understand that their experiences help shape interpretive mode may be in English; however, the text is always in the target language.)	
RIPTION	UNIT DESCRIPTION			
UNIT NAME: All About Me	UNIT #: 1	Novice-Mid K-5	CONTENT AREA: World Languages	
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CONTENT	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 1 UNIT NAME: All About Me
# OTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
Ч	In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.
	Interpretive Listening:
	l can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports. Interpretive Reading:
	I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.
2	Interpersonal:
	I can use digital tools and face-to-face communication to:
	a. Introduce myself and others.
	b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.
	c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
m	<u>Presentational</u> : Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.
	I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.
4	Presentational:
	I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes
	preferences related to pastime activities

 Osing questioning and discussion techniques Engaging students in learning Using assessment in instruction 	 Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson: Communicating with students 	Instructional Strategies	 Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information Research skills and practices, interrogative questioning Creativity, artistry, curiosity, imagination, innovation, personal expression Perseverance, self-direction, planning, self-discipline, adaptability, initiative Oral and written communication, public speaking and presenting, listening Leadership, teamwork, collaboration, cooperation, virtual workspaces Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming Civic, ethical, and social-justice literacy Economic and financial literacy, entrepreneurialism Global awareness, multicultural literacy, humanitarianism Scientific literacy and reasoning, the scientific method Environmental and conservation literacy, ecosystems understanding Health and wellness literacy, including nutrition, diet, exercise, and public health and safety 	21st Century Skills		CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 1 UNIT NAME: All About Me	World Language Curriculum Guide	Fairfield School District
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Fairfield School District	World Language Curriculum Guide	orld Languages Novice-Mid K-5 UNIT #: 1 UNIT NAME: All About Me	ng Flexibility and Responsiveness			
		CONTENT AREA: World Languages No	Demonstrating Flexibility and Responsiveness			

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CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2	UNIT NAME: School Days
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Identify, relate and use cognate words regarding school subjects. Match-up picture representations about definitions, sentences, activities presented in the target language. Ask and respond simple questions about likes or dislikes regarding school subjects. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations. Vocabulary matching tasks.
District/School Texts/Resources	District/School Supplementary Resources
Power-Point Presentational lessons.	Websites: QUIA.com Memrise.com

			n-Do" Statement.	Click here for the "Can-Do" Statement.	ω
7.1.NM.C.4		e activities.	and personal pastim	List culturally specific and personal pastime activities.	
			n-Do" Statement.	Click <u>here</u> for the "Can-Do" Statement.	N
7.1.NM.B.1 7.1.NM.B.4	s related to pastime activities using	about preference on.	emorized questions to-face communicati	Ask and respond to memorized questions about preferences related to pastime digital tools and face-to-face communication.)
			n-Do" Statement.	Click <u>here</u> for the "Can-Do" Statement.	ľ
7.1.NM.A.1 7.1.NM.A.4	Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to Identify pastime activities and preferences related to these activities.	ideo, or written t me activities and	lly authentic audio, v urces to Identify pasti	Skim and scan culturally authentic audio, video, or written text from electronic i sources and other sources to Identify pastime activities and preferences related activities.	
CORRESPONDING CCSS/NJCCCS	ECTIVES	STUDENT LEARNING OBJECTIVES	STUDENT L		#
	Youtube Spanish tutoring lessons		•	Qui.com interactive activities	Qui.com intera
	Brainpop.com				Worksheets
			5		
	UNIT NAME: School Days	UNIT #: 2	Novice-Mid K-5	CONTENT AREA: World Languages	CONTENT ARE/
	World Language Curriculum Guide	Language Cu	World		
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CONTENT ARE/	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2	UNIT NAME: School Days	
4	Retell highlights from age- and and/or in writing that includes rich presentation.		te culturally aut ated to pastime	level-appropriate culturally authentic target language text orally preferences related to pastime activities by creating a multimedia-	7.1.NM.C.1 7.1.NM.C.4
	Click <u>here</u> for the "Can-Do" Statement.	Do" Statement.			
Code #	Nev	<mark>v Jersey Core Curr</mark>	<mark>iculum Cont</mark>	<mark>New Jersey Core Curriculum Content Standards for World Languages</mark>	guages
Linguistic Content Statements	nt Statements				
Interpretive: The Novice-Mid words and phras	Interpretive: The Novice-Mid language learner understands <i>words and phrases</i> that bring meaning to text.	tands and communicat	es at the word l	<u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized</i> <i>words and phrases</i> that bring meaning to text.	and recognize <i>memorized</i>
Interpersonal:		-			
The Novice-Mid to:	The Novice-Mid language learner understands al to:	tands and communicat	es at the word l	nd communicates at the word level and can use <i>memorized words and phrases</i> independently	nd phrases independently
o Respo o Ask m	Respond to learned questions. Ask memorized guestions.				
	State needs and preferences. Describe people, places, and things.	hings.			
Presentational:					

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.	7.1.NM.B.4
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.	7.1.NM.B.1
Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	7.1.NM.A.4
Information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic	7.1.NM.A.1
<u>Cultural Content Statement(s):</u> 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.)	<u>Cultural Conte</u> Personal identi in the developi school, likes/di
Make lists. State needs and preferences. Describe people, places, and things.	o Mak o State o Desc
The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:	The Novice-Mii to:
A: World Languages Novice-Mid K-5 UNIT #: 2 UNIT NAME: School Days	CONTENT AREA:
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World Languag	World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2	: 2 UNIT NAME: School Days
7.1.NM.C.1	
Use basic information at the word and memorized-phr to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 (Listening.	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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4	
Present	information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
CONCEPTS	SKILLS
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
 Pastime activities Evaractions used to indicate location 	Recognize pastime preferences as found in culturally
	 Ask memorized guestions related to pactime activities using
The structures necessary to:	digital tools and face-to-face communication.
 Express like and dislike (as memorized chunks) 	 Answer simple questions related to pastime activities using
 Give and respond to commands (as memorized 	digital tools and face-to-face communication.
chunks)	 Describe self and others using oral or written text.
 Memorized and frequently practiced questions to inquire 	 Identify culturally specific pastime activities.
about likes and dislikes and pastime activities	 Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime
Unit 1b follows Unit 1a. It is understood that students will have	activities.
already mastered the following:	
 Physical characteristics 	

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CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2	UNIT NAME: School Days
Personality qualities	
 Ine structures necessary to: 	
 Describe physical qualities and personality qualities 	
 Express emotions 	
 Tell age (as a memorized chunk) 	
 Express where one lives and goes to school 	
 Memorized and frequently practiced questions associated 	
with physical characteristics, personality qualities, and age	
 Culturally appropriate expressions and gestures to greet and 	
 now to raise or lower intonation when asking universitives 	
UNIT	DESCRIPTION
Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	lore pastime preferences and examine what they share in eriences help shape their personal identity. (Assessment of the language.)
Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from	e biographies, social network sites, stories, and short clips from
movies and television that focus on pastime preferences.	
Interpersonal:	
Iney engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in	the teacher, and members of the target language community, in

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CONTENT	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2 UNIT NAME: School Days
which the	which they ask and answer memorized questions related to pastimes preferences.
Presentational:	ional:
They use li appropriat	They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.
# OTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
-	In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.
	Interpretive Listening:
	l can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports. Interpretive Reading:
	I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.
2	Interpersonal:

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CONTENT	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2 UNIT NAME: School Days
	I can use digital tools and face-to-face communication to:
	a. Introduce myself and others.
	b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.
	c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
ω	<u>Presentational</u> : Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.
	I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.
4	Presentational:
	I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes
	21 st Century Skills
Cri Re Orr	Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information Research skills and practices, interrogative questioning Creativity, artistry, curiosity, imagination, innovation, personal expression Perseverance, self-direction, planning, self-discipline, adaptability, initiative Oral and written communication, public speaking and presenting, listening Leadershin teamwork collaboration concertation wirtual workers

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- Leadership, teamwork, collaboration, cooperation, virtual workspaces Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming

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CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 2 UNIT NAME: School Days	
 Civic, ethical, and social-justice literacy Economic and financial literacy, entrepreneurialism Clobal avarances multicultural literacy humanitarianism 	
 Scientific literacy and reasoning, the scientific method Environmental and conservation literacy, ecosystems understanding Health and wellness literacy, including nutrition, diet, exercise, and public health and safety 	
Instructional Strategies	
Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used	
effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:	
 Communicating with students Using questioning and discussion techniques 	
 Engaging students in learning Using assessment in instruction Demonstrating Flexibility and Responsiveness 	

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CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 3	UNIT NAME: Home, Sweet Home
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Identify and relate graphic representations of rooms in a house, furniture, chores activities, through oral descriptions. Match-up picture representations about definitions, sentences, activities presented in the target language. Draw parts of a house, furniture, chores activities based on written descriptions. Oral participation: expressing understanding, describing basic characteristics of a student's house. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Vocabulary matching tasks. Vocabulary matching tasks. Reading comprehension multiple-option answer Relate graphic representations with written descriptions. Drawing representations on written descriptions. Oral presentations: interactive dialogues, expressing likes or dislikes of chores, describing students' house. Project: Blueprint and labeling the description of a house using the target laguages.
District/School Texts/Resources	District/School Supplementary Resources
Power-Point Presentational lessons.	Websites: QUIA.com Memrise.com Brainpop.com

	Fairfield World Langua	Fairfield School District World Language Curriculum Guide	
CONTENT ARE	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 3	r #: 3 UNIT NAME: Home, Sweet Home	Ø
Worksheets		Youtube Spanish tutoring lessons	
Qui.com inter	Qui.com interactive activities		
#	STUDENT LEARNING OBJECTIVES	IG OBJECTIVES	CORRESPONDING CCSS/NJCCCS
_	Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to Identify pastime activities and preferences related to these activities.	vritten text from electronic information ties and preferences related to these	7.1.NM.A.1 7.1.NM.A.4
ŀ	Click here for the "Can-Do" Statement.		
	Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.	ferences related to pastime activities using	7.1.NM.B.1 7.1.NM.B.4
2	Click here for the "Can-Do" Statement.		
	List culturally specific and personal pastime activities.	S.	7.1.NM.C.4
ω	Click here for the "Can-Do" Statement.		

		Fai	Fairfield School District	District	
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CONTENT ARE.	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 3	UNIT NAME: Home, Sweet Home	е
4	Retell highlights from age and/or in writing that inc rich presentation.	e- and level-appropria ludes preferences rel	ite culturally aut ated to pastime	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation.	7.1.NM.C.1 7.1.NM.C.4
	Click <u>here</u> for the "Can-Do" Statement.	o" Statement.			
Code #	New	New Jersey Core Curr	iculum Cont	Core Curriculum Content Standards for World Languages	guages
Linguistic Content Statements	nt Statements				
<u>Interpretive:</u> The Novice-Mid <i>words and phras</i>	<u>Interpretive:</u> The Novice-Mid language learner understands and <i>words and phrases</i> that bring meaning to text.	inds and communicat ext.	es at the word l	communicates at the word level and can independently identify and recognize <i>memorized</i>	nd recognize <i>memorized</i>
Interpersonal: The Novice-Mid to:	<u>Interpersonal:</u> The Novice-Mid language learner understands and to:		es at the word l	communicates at the word level and can use <i>memorized words and phrases</i> independently	<i>id phrases</i> independently
0 0 0 0	Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.	ngs.			
Presentational:					

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.	7.1.NM.B.4
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.	7.1.NM.B.1
Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	7.1.NM.A.4
Information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	Ŧ
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic	7.1.NM.A.1
<u>Cultural Content Statement(s):</u> 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.)	<u>Cultural Content Statement(s):</u> Personal identity is developed t in the development of this undu school, likes/dislikes, and pastir
Make lists. State needs and preferences. Describe people, places, and things.	 Make lists State neec Describe p
The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:	The Novice-Mid to:
A: World Languages Novice-Mid K-5 UNIT #: 3 UNIT NAME: Home, Sweet Home	CONTENT AREA:
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Fairf	Fairfield School District	District
World Lan	guage Curr	World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 I	UNIT #: 3	UNIT NAME: Home, Sweet Home
7.1.NM.C.1		
Use basic information at the word and memorized-phr to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 (Listening.	ed-phrase leve ience. , & 6 CCSS-EL/	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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4		
Present	riate, culturally SS-ELA Writing	information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
CONCEPTS		SKIITES
WHAT DO STUDENTS NEED TO KNOW?		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
 Pastime activities Expressions used to indicate location 	•	Recognize pastime preferences as found in culturally
	•	Ask memorized questions related to pastime activities using
The structures necessary to:		digital tools and face-to-face communication.
 Express like and dislike (as memorized chunks) 	•	Answer simple questions related to pastime activities using
 Give and respond to commands (as memorized 		digital tools and face-to-face communication.
chunks)	•	Describe self and others using oral or written text.
 Memorized and frequently practiced questions to inquire 	•	Identify culturally specific pastime activities.
about likes and dislikes and pastime activities	•	Retell highlights from a culturally authentic text (oral or written) that includes proferences related to protime
Unit 1b follows Unit 1a. It is understood that students will have		activities.
already mastered the following:		
 Physical characteristics 		

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CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 3	UNIT NAME: Home, Sweet Home
 Personality qualities Numbers 1-31 			
 The structures necessary to: 			
 Describe physical qualities and personality qualities 	es and personality quali	ties	
 Tell age (as a memorized chunk) 	d chunk)		
 Express where one lives and goes to school 	and goes to school		
 Memorized and frequently practiced questions associated 	ticed questions associate	ed	
with physical characteristics, personality qualities, and age	rsonality qualities, and a	ge	
 Culturally appropriate expressions and gestures to greet and 	ns and gestures to greet	and	
take leave			
 How to raise or lower intonation when asking different types of questions (if appropriate in the target language) 	י when asking different t he target language)	ypes	
			INTION
		CIVIT DESCI	
Students use the target language in the three modes of communication to explore pastime prefe common with members of the target culture. They understand that their experiences help shape interpretive mode may be in English; however, the text is always in the target language.)	three modes of communiture. They understand wever, the text is alway:	nication to exp that their expe s in the target I	Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
Interpretive: They interpret authentic written and/or	video/audio texts such :	as blogs, online	Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from
movies and television that focus on pastime preferences	time preferences.		
Interpersonal:			
They engage in short unrehearsed/unsc	ripted conversations wit	h classmates, t	They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in

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CONTEN	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 3 UNIT NAME: Home, Sweet Home
which the	which they ask and answer memorized questions related to pastimes preferences.
<u>Presentational:</u> They use lists, cl	Presentational: They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally
# SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
-	In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.
	Interpretive Listening:
	l can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports. Interpretive Reading:
	l can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.
2	Interpersonal:

	 I can categorize pastimes and sports based on whether they are popular in the Uniter by completing a Venn diagram using pictures and presenting the information orally. Presentational: 	3 <u>Presentational:</u> Speaking and/or Writing emphasis on writing. As such, the sample	 c. Answer simple questions (yes/no, activities and sports. 	b. Ask memorized questions (yes/no,	a. Introduce myself and others.	I can use digital tools and face-to-face communication to:
I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes	on whether they are popular in the United States, the target culture, or in both places and presenting the information orally.	<u>Presentational</u> : Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.	Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.	Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.		nunication to:

CONTENT AREA: World Languages | Novice-Mid K-5

World Language Curriculum Guide

UNIT #: 3

UNIT NAME: Home, Sweet Home

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- Research skills and practices, interrogative questioning Creativity, artistry, curiosity, imagination, innovation, personal expression Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming

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World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 3 UNIT NAME: Home, Sweet Home
 Civic, ethical, and social-justice literacy Economic and financial literacy, entrepreneurialism Global awareness, multicultural literacy, humanitarianism Scientific literacy and reasoning, the scientific method Environmental and conservation literacy, ecosystems understanding Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
Instructional Strategies
Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:
 Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating Flexibility and Responsiveness

Fairfield School District World Language Curriculum Guide	ool District urriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 4	UNIT NAME: Food, Glorious Food
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Identify and relate graphic representations of different types of food: vegetables, fruits, meats. Match-up picture representations about food expressed orally to the students. Oral participation: expressing understanding, describing basic characteristics of food. Expressing orally likes and dislikes about food. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Vocabulary matching tasks. Vocabulary matching tasks. Reading comprehension multiple-option answer Relate graphic representations with written descriptions. Drawing representations on written descriptions. Drawing representations on written descriptions. Oral presentations: interactive dialogues, expressing likes or dislikes about food, time meals. Project: Power-point presentation describing typical dishes from Spanish speaking countries.
District/School Texts/Resources	District/School Supplementary Resources
Power-Point Presentational lessons. Worksheets	Websites: QUIA.com Memrise.com Brainpop.com Youtube Spanish tutoring lessons

	E .	Fairfield School District	ol District	
	01	Language Cui	World Language Curriculum Guide	
CONTENT ARE/	CONTENT AREA: World Languages Novice-Mid K-5	UNIT #: 4	UNIT NAME: Food, Glorious Food	pd
	Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimediarich presentation.	riate culturally au elated to pastim	uthentic target language text orally e activities by creating a multimedia-	7.1.NM.C.1 7.1.NM.C.4
1	Click <u>here</u> for the "Can-Do" Statement.			
Code #	New Jersey Core Cu	rriculum Con	Core Curriculum Content Standards for World Languages	guages
Linguistic Content Statements	nt Statements			
Interpretive: The Novice-Mid <i>words and phras</i>	<u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized</i> <i>words and phrases</i> that bring meaning to text.	ates at the word	level and can independently identify a	and recognize <i>memorized</i>
Interpersonal: The Novice-Mid	<u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently	ates at the word	level and can use <i>memorized words a</i> r	nd phrases independently
to: o Respo	Respond to learned questions.			
 Ask m State i 	Ask memorized questions. State needs and preferences.			
o Descri	Describe people, places, and things.			
<u>Presentational:</u> The Novice-Mid to:	<u>Presentational:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:	ates at the word	l level and can use <i>memorized words a</i>	<i>nd phrases</i> independently

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CONTENT AREA	CONTENT AREA: World Languages	Novice-Iviid K-5	UNIT #: 4	UNIT NAME: Food, Giorious Food
 Make lists 	lists.			
o State r o Descri	State needs and preferences. Describe people, places, and things.	nings.		
Cultural Content Statement(s):	t Statement(s):			
Personal identity in the developm school, likes/disl	Personal identity is developed through e in the development of this understandin school, likes/dislikes, and pastimes.)	xperiences that occur v g should include, but ar	vithin one's fam re not limited to	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.)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally	(en or written words ar	nd phrases conta	ined in culturally authentic materials using electronic
	Information sources re This CPI suppo	Information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	es. I, 2, & 3 CCSS-EL	A Reading.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	familiar people, places, and objects based on simple oral and/or This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	ased on simple c , 2, & 3 CCSS-EL	oral and/or written descriptions. <mark>A Reading.</mark>
7.1.NM.B.1	Use digital tools to exc This CPI suppo	tal tools to exchange basic information at the word and memorized-phr This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Sta	n at the word an CCSS-ELA Writir	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.4	Ask and respond to sim This CPI suppo	respond to simple questions, make requests, and express p This CPI supports Anchor 1 CCSS-ELA Speaking & Listening	quests, and exp Speaking & List	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.1				

Fairfield School District	World Language Curriculum Guide	: 4 UNIT NAME: Food, Glorious Food	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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.	information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.	SKILLS WHAT DO STIIDENTS NIGED TO BE ABLE TO DOD	Docording profession and the definition of	authentic oral and written texts.	 Ask memorized questions related to pastime activities using digital tools and face-to-face communication. 	 Answer simple questions related to pastime activities using 	 digital tools and face-to-face communication. Describe self and others using oral or written text. 	 Identify culturally specific pastime activities. Retell highlights from a culturally authentic text (oral or 	written) that includes preferences related to pastime activities.	
Fairfield S		CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 4	Use basic information at the word and memorized-phra to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 C Listening.	7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Spea	CONCEPTS WHAT DO STIIDENTS NEED TO KNOW?	Dartimo activition	 Expressions used to indicate location 	The structures necessary to:	Express like and dislike (as mem	 Give and respond to commands (as memorized chunks) 	 Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities 	Unit 1b follows Unit 1a. It is understood that students will have already mastered the following:	 Physical characteristics Personality qualities Numbers 1-31

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CONTENT AREA: World Languages Novice-Mid K-5	UNIT #: 4	UNIT NAME: Food, Glorious Food
fru	tipo	
 Describe physical qualities and personality qualities Express emotions 	ties	
 Express where one lives and goes to school 		
 Memorized and frequently practiced questions associated 	ed	
with physical characteristics, personality qualities, and age	ge	
 Culturally appropriate expressions and gestures to greet and take leave 	and	
 How to raise or lower intonation when asking different types 	types	
(UNIT DESCI	DESCRIPTION
Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	nication to exp that their expe s in the target	lore pastime preferences and examine what they share in riences help shape their personal identity. (Assessment of the anguage.)
יייייייייייייייייייייייייייייייייייייי		
They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from	as blogs, onlin	biographies, social network sites, stories, and short clips from
movies and television that focus on pastime preferences.		
Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the which they ask and answer memorized questions related to pastimes preferences	:h classmates, times preferer	Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to pastimes preferences.

	World Language Curriculum Guide
CONTENI	CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 4 UNIT NAME: Food, Glorious Food
<mark>Presentational:</mark> They use lists, c appropriate ges	<u>Presentational:</u> They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.
# OTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
-	In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.
	Interpretive Listening:
	l can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports. Interpretive Reading:
	I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.
2	Interpersonal:
	I can use digital tools and face-to-face communication to:

	ale te fe								[0		
• • • • • • Cr Pe Int			4		ω					CONTENT		
Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information Research skills and practices, interrogative questioning Creativity, artistry, curiosity, imagination, innovation, personal expression Perseverance, self-direction, planning, self-discipline, adaptability, initiative Oral and written communication, public speaking and presenting, listening Leadership, teamwork, collaboration, cooperation, virtual workspaces Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer	21 st Century Skills	preferences related to pastime activities.	Presentational:	I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.	<u>Presentational</u> : Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.	c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.	b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.	a. Introduce myself and others.		CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 4 UNIT NAME: Food, Glorious Food	World Language Curriculum Guide	Fairfield School District

- •
- ۰ • programming Civic, ethical, and social-justice literacy Economic and financial literacy, entrepreneurialism Global awareness, multicultural literacy, humanitarianism

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World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 4 UNIT NAME: Food, Glorious Food
 Scientific literacy and reasoning, the scientific method Environmental and conservation literacy, ecosystems understanding Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
Instructional Strategies
Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified
by the Framework for Teaching by Charlotte Danielson:
Communicating with students
 Using questioning and discussion techniques
 Engaging students in learning
Using assessment in instruction
Demonstrating Flexibility and Responsiveness

Fairfield School District	District
World Language Curriculum Guide	riculum Guide
CONTENT AREA: World Languages Novice-Mid K-5 UNIT #: 5	#: 5 UNIT NAME: Celebrations
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations.
District/School Texts/Resources	District/School Supplementary Resources
Powerpoint Presentation lessons. Worksheets Qui.com interactive activities	Websites: QUIA.com Memrise.com Brainpop.com Youtube Spanish tutoring lessons

UNIT NAME: Celebrations World Language Curriculum Guide **Fairfield School District UNIT #: 5** Novice-Mid K-5 **CONTENT AREA: World Languages**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1 1	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.	7.1.NM.A.1 7.1.NM.A.4
¢	Click here for the "Can-Do" Statement.	
C	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.	7.1.NM.B.4
7	Click <mark>here</mark> for the "Can-Do" Statement.	7.1.NM.B.5
Ċ	Dramatize an authentic song or recite a poem associated with a target culture celebration.	7.1.NM.C.2
n	Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.C.5

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CONTENT ARE/	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 5	UNIT NAME: Celebrations
Code #	New	ersey Core Curricul	um Content	New Jersey Core Curriculum Content Standards for World Languages
Linguistic Content Statements	nt Statements			
Interpretive: The Novice-Mid <i>words and phras</i>	Interpretive: The Novice-Mid language learner understands <i>words and phrases</i> that bring meaning to text.	ds and communicates at ‹t.	the word level a	Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized</i> <i>words and phrases</i> that bring meaning to text.
Interpersonal: The Novice-Mid	language learner understan	ds and communicates at	the word level a	<u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently
	Respond to learned questions. Ask memorized questions. State needs and preferences.			
Presentational:	Describe people, places, and things. onal:	ý,	:	
to: ^	language learner understan iets	ds and communicates at	the word level a	The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
o State n o Descrit	State needs and preferences. Describe people, places, and things.	Ś		
Cultural Content Statement(s): Personal identity is developed t in the development of this unde school, likes/dislikes, and pastin	<u>Cultural Content Statement(s):</u> Personal identity is developed through experienc in the development of this understanding should school, likes/dislikes, and pastimes.)	riences that occur within ould include, but are no	i one's family, or t limited to: self,	es that occur within one's family, one's community, and the culture at large. (Topics that assist include, but are not limited to: self, friends, family, pets, physical/personality descriptions,

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	World Language Curriculum Guide	Curricu	um Guide
CONTENT ARE	CONTENT AREA: World Languages Novice-Mid K-5 U	UNIT #: 5	UNIT NAME: Celebrations
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	ses contair CCSS-ELA	ied in culturally authentic materials using electronic Reading.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.	simple or: CCSS-ELA	al and/or written descriptions. Reading.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1, CCSS-ELA Speaking & Listening.	and expre A Speakin	ss preferences using memorized words and phrases. g & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.	t sentence A Speakin	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	es, songs,	and skits.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	e cultural p	ractices from the target culture(s).
	CONCEPTS		SKILLS
and the second second	WHAT DO STUDENTS NEED TO KNOW?		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
 Family m Clothing 	Family members Clothine	•	Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
Names	Names of authentic holidays and celebrations	•	Recognize names of family members as found in culturally
 Seasons 	S		authentic video/audio/written texts.
Structu	Structures needed to:	•	Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations
0 0	Ask and answer questions related to faining menuous Ask and answer questions related to clothing and	•	Ask memorized questions related to family members.
	preferences	•	Answer simple questions related to family members.
0	Ask and answer questions related to when holidays	•	Ask memorized questions related to clothing.
	and celebrations occur	•	Answer simple questions related to clothing.
:		•	Ask memorized questions related to celebrations in the home
The following it	The following items have been previously assessed and are being		and target cultures.
recycled in this unit:	unit:	•	Answer simple questions related to celebrations in the home
		_	and target cultures.

	Fairfield School District	hool Distr	ict
	World Language Curriculum Guide	Curriculu	m Guide
CONTENT	CONTENT AREA: World Languages Novice-Mid K-5 U	UNIT #: 5	UNIT NAME: Celebrations
• • Pa:	How people greet and take leave in a target culture(s) Pastime activities	• De	Perform a culturally authentic song/poem associated with a particular target culture celebration.
• • Da	Food Days of the week	• •	State likes, dislikes, and preferences related to clothing. Describe clothing.
° č	Months of the year Colors	• De	Describe family members.
• Str	Structures needed to:		
	o Compare o Describe		
		UNIT DESCRIPTION	ON
Students u focusing or of the inter	Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	to explore c e the relatior in the target	ultural celebrations in the home and target cultures aship between dress and specific celebrations. (Assessment clanguage.)
<u>Interpretive:</u> They interpret au advertisements).	<u>Interpretive:</u> They interpret authentic written and/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper advertisements).	lebrations (ir	vvitations, and posters, radio/television/newspaper
<u>Interpersonal:</u> They engage in celebrations in	Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.	nates and te	acher in which they ask and answer questions related to
<u>Presentational:</u> They use lists, c	<u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.	celebrations	in the home and target culture.
# OTS	CAN DO STATEME	ENTS ALIG	CAN DO STATEMENTS ALIGNED TO THE SLOS

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)	World Language Curriculum Guide	ם פמומפ
CONTENT AREA:	T AREA: World Languages	Novice-Mid K-5	UNIT #: 5	UNIT NAME: Celebrations
-	In order to accommodate all types however, the sample assessments	rpes of K-5 programs, b ants of the SLOs will on	oth Interpretive l	of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; of the SLOs will only be provided for Interpretive Listening.
	Interpretive Listening:			
	I can recognize the names of pe clips dealing with a cultural cele	eople, places, dates, an	d times, and detei day party, holiday	l can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.
	Interpretive Reading:			
	I can recognize the names of people dealing with a cultural celebration s	eople, places, dates, an ion such as a party invit	d times, and dete tation and a sched	l can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.
2	Interpersonal:			
	I can ask memorized questions (yes/no, either/or, and short response) related to:	(yes/no, either/or, and	l short response) r	elated to:
	a. The type of celebration	_		
	b. When an event takes place	lace		
	c. Where an event takes place	place		
	d. Who is invited to/coming to	ng to a celebration		
	e. What the dress is for the celebration	he celebration		
	f. What activities take pl	What activities take place during the celebration	ion	
	I can answer simple questions (yes/no, either/or, and short response) related to:	(yes/no, either/or, and	short response) r	elated to:
	a. The type of celebration	5		

		Fairfield School District World Language Curriculum Guide	Fairfield School District d Language Curriculum (ct n Guide
CONTENI	CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 5	UNIT NAME: Celebrations
	b. When an event takes place	lace		
	c. Where an event takes place	olace		
	d. Who is invited to/coming to	ng to a celebration		
	e. What the dress is for the celebration	ne celebration		
	f. What activities take place during the celebration	ace during the celebratic	u	
m	<u>Presentational:</u> Speaking and/or V emphasis on writing. As such, the	or Writing – The focus f the sample assessment	for K-5 programs s of the SLOs will	<u>Presentational:</u> Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.
	I can perform a song or poem from	rom the target language	e about a cultural	the target language about a cultural celebration without using any memory crutches.

Fair	Fairfield School District	District
World La	anguage Curi	orld Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8	UNIT #: 1	UNIT NAME: All About Me
District/School Formative Assessment Plan		District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	nswer to learned about themselves. regarding personal n, age, physical and by physical or oral by physical or oral , worksheet	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations.
District/School Texts/Resources		District/School Supplementary Resources
Powerpoint Presentation lessons.		Websites: QUIA.com
Worksheets		Memrise.com
Qui.com interactive activities		Brainpop.com Youtube Spanish tutoring lessons

	Fairfield School District World Language Curriculum Guide	
CONTENT ARE.	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 1 UNIT NAME: All About Me	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Click here for the "Can-Do" Statement.	
7	Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication. Click here for the "Can-Do" Statement.	7.1.NM.B.1 7.1.NM.B.4
m	Use appropriate greetings and leave taking from the target culture in a variety of scenarios. Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.B.3
4	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.B.3
ъ	Describe self and others. Click <mark>here</mark> for the "Can-Do" Statement.	7.1.NM.C.4
Q	List culturally specific and personal pastime activities. Click here for the "Can-Do" Statement.	7.1.NM.C.4
Г	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation. Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.C.1 7.1.NM.C.4

World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 1 UNIT NAME: All About Me
Code # New Jersey Core Curriculum Content Standards for World Languages
Linguistic Content Statements
Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.
Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
 Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.
Presentational: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
 Make lists. State needs and preferences. Describe people, places, and things.
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.)

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		World Lang	World Language Curriculum Guide
CONTENT ARE	CONTENT AREA: World Languages Novice-	e-Mid 6-8	UNIT #: 1 UNIT NAME: All About Me
7.1.NM.A.1	Recognize familiar spoken or written words and information sources related to targeted themes. This CPI supports Anchor Standards 1, 2	tten words an argeted theme or Standards 1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.4	Identify familiar people, places, This CPI supports Ancho	and objects ba r Standards 1 ,	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.B.1	Use digital tools to exchange bas This CPI supports Anche	ic informatior r Standard 6 (Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.3	Imitate appropriate gestures an interactions.	l intonation of	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple ques This CPI supports Ancho	ions, make re r Standard 1 (Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.1	Use basic information at the word and memorized-phr to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 Listening.	d and memor et language a rr Standards 4	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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4	Present information from age- a This CPI supports Ancho	nd level-appro or Standard 4 (Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

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		World Lan	guage Cur	ricu.	World Language Curriculum Guide
CON	CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 1	Ŋ	UNIT NAME: All About Me
	CONCEPTS				SKILLS
	WHAT DO STUDENTS NEED TO KNOW?	ED TO KNOW?	and the second		WHAT DO STUDENTS NEED TO BE ABLE TO DO?
	 Physical characteristics 			•	Recognize descriptions of people and pastime preferences as
	 Personality qualities 				found in culturally authentic oral and written texts.
	 Pastime activities 			•	Ask memorized questions related to physical characteristics,
	 Expressions of like and dislike 				personality qualities, age, and pastime activities using digital
	 Numbers 1-31 				tools.
	 expressions used to indicate location 	tion		•	Answer simple questions related to physical characteristics,
					personality qualities, age, and pastime activities using digital
The	The structures necessary to:				tools.
	 Describe physical qualities and personality qualities 	es and personality qual	ities	•	Use appropriate greetings and leave taking from the target
	 Express emotions 				culture.
5	 Express likes and dislikes related to pastimes 	related to pastimes		•	Imitate appropriate intonation for asking different types of
	 Tell age (as a memorized chunk) 	chunk)			questions in the target language (if appropriate in the target
	 Give and respond to commands (as memorized 	imands (as memorized			language).
	chunks)		<i>.</i>	•	Describe self and others using oral or written text.
	 Express where one lives and goes to school 	and goes to school		•	Retell highlights from a culturally authentic children's text
	 Memorized and frequently practiced questions associated 	iced questions associat	ted		(oral or written) that includes physical characteristics,
	with physical characteristics, personality qualities, age,	sonality qualities, age,			personality qualities, pastime activities, and likes and dislikes.
	emotions, and preferences related to	ed to pastimes		•	Identify culturally specific pastime activities.
•	Ū	is and gestures to gree	t and		
	take leave				
	 How to raise or lower intonation when asking different types 	when asking different	types		
	of questions (if appropriate in the target language	e target language)			

Fairfield School District
World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 1 UNIT NAME: All About Me
UNIT DESCRIPTION
Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
Interpretive: They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.
Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.
<u>Presentational:</u> They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

	Fairfield School District
	World Language Curriculum Guide
CONTENT	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 1 UNIT NAME: All About Me
# OTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
-	The expectations for 6-12 are for both listening and reading.
	Interpretive Listening:
	I can understand some basic information when someone describes themselves and others.
	a. I can match pictures based on oral descriptions of physical and/or personality traits.
	b. I can draw a picture based on oral descriptions of physical and/or personality traits.
	l can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.
	l can understand when someone is stating their age and telling where they are from.
	Interpretive Reading:
	I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.
	a. I can match pictures based on oral descriptions of physical and/or personality traits.
	b. I can draw a picture based on oral descriptions of physical and/or personality traits.
	I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.
	l can understand when someone is stating their age and telling where they are from.
7	Interpersonal:

	World Language Curriculum Guide
ONTENT	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 1 UNIT NAME: All About Me
	I can use digital tools and face-to-face communication to:
	a. Introduce myself and others.
	b. Ask for some personal information such as name, age, and where someone is from.
	c. Provide personal information such as name, age, and where I am from.
	d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
	e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
	f. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.
	g. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
m	Interpersonal:
	l can greet and take leave in a culturally acceptable manner.
4	Interpersonal:
	I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).
ы	<u>Presentational:</u> Speaking and Writing - The expectations for 6-12 are for both speaking and writing.
	I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.
	I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality

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		World Lan	Iguage Curi	World Language Curriculum Guide
CONTENT	CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 1	UNIT NAME: All About Me
	qualities.			
	I can tell my age and the age of oth	of others.		
	l can use words, phrases, an	d memorized sentence	es to tell whicl	l can use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like.
	l can use words, phrases, an	d memorized sentence	es to tell which	I can use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.
9	Presentational:			
	l can categorize pastimes an	d sports based on whe	ether they are	I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.
7	Presentational:			
	l can use words, phrases, an	d memorized sentenc	es and techno	I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:
	a. Physical characteristics	tics		
	b. Personality qualities	10		
	c. Preferences related	Preferences related to pastime activities		

ol District rriculum Guide	UNIT NAME: School Days	District/School Summative Assessment Plan	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations. 	District/School Supplementary Resources	Websites: QUIA.com Memrise.com Brainpop.com Youtube Spanish tutoring lessons
Fairfield School District World Language Curriculum Guide	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2	District/School Formative Assessment Plan	 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	District/School Texts/Resources	Powerpoint Presentation lessons. Worksheets Qui.com interactive activities

	World Language Curriculum Guide	
CONTENT AREA:	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2 UNIT NAME: School Days	
:	STUDENT LEARNING OBJECTIVES	CORRESPONDING
#		ccss/NJCCS
	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules,	7.1.NM.A.1 7.1.NM.A.4
Ч	and classroom activities.	
	Click <u>here</u> for the "Can-Do" Statement.	
6	Use physical response to demonstrate understanding of classroom routines.	7.1.NM.A.2
N	Click <mark>here</mark> for the "Can-Do" Statement.	
m	Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4
	Click here for the "Can-Do" Statement.	
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.	7.1.NM.C.1 7.1.NM.C.4
•	Click here for the "Can-Do" Statement.	

Fairfield School District

Fairfield School District
World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2 UNIT NAME: School Days
Code # New Jersey Core Curriculum Content Standards for World Languages
Linguistic Content Statements
Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.
Interpersonal:
The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
 Respond to learned questions.
 Ask memorized questions.
 State needs and preferences.
 Describe people, places, and things.
Presentational:
The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
o Make lists.
o Describe people, places, and things.
<u>Cultural Content Statement(s):</u>
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.)

This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2 & 3 CGS-ELA Reading. This CPI supports Anchor Standard 1 CCS-ELA Reading. This CPI supports Anchor Standards 1, 2, & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2, & 3 CGS-ELA Reading. This CPI supports Anchor Standards 1, 2, & 3 CGS-ELA Writing and Anchor Standard 1 CGS-ELA Speaking & Listening. This CPI supports Anchor Standard 6 CGS-ELA Writing and Anchor Standard 1 CGS-ELA Speaking & Listening. This CPI supports Anchor Standard 5 CGS-ELA Writing and Anchor Standard 1 CGS-ELA Speaking & Listening. This CPI supports Anchor Standard 5 CGS-ELA Writing and Anchor Standard 1 CGS-ELA Speaking & Listening. This CPI supports Anchor Standards 4, 5 & 6 CGS-ELA Writing and Anchor Standard 4 CGS-ELA Speaking & Listening. This CPI supports Anchor Standards 4, 5 & 6 CGS-ELA Writing and Anchor Standard 4 CGS-ELA Speaking & Listening. This CPI supports Anchor Standard 4 CGS-ELA Writing and Anchor Standard 4 CGS-ELA Speaking & Listening. This CPI supports Anchor Standard 4 CGS-ELA Writing and Anchor Standard 4 CGS-EL

World Languages Novice-Mid 6-3 UNIT #: 2 UN REA: World Languages Novice-Mid 6-3 UNIT #: 2 UN MHAT DO STUDENTS NEED TO KNOW? MHAT DO STUDENTS NEED TO KNOW? Isubjects • Isubjects oom objects and furniture • • • Isubjects oom objects and furniture • • • Isubjects concepts MIT #: 2 UNIT #: 2 UNIT #: 2 Isubjects oom objects and furniture • • • • Isubjects isubjects • • • • • Isubjects • • • • • • • Isubjects • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • <th>Fairfield Sc</th> <th>Fairfield School District</th> <th></th>	Fairfield Sc	Fairfield School District	
Novice-Mid 6-8 UNIT #: 2 UN S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 In MIT #: 2 S In MIT #: 2 <t< th=""><th>World Language</th><th>Curriculum G</th><th>lide</th></t<>	World Language	Curriculum G	lide
ro know? (i.e. morning, d to school activities d to school activities	Novice-Mid 6-8		
ro know? (i.e. morning, d to school activities d to school activities	CONCEPTS		SKILLS
(i.e. morning, ed to school activities d to school activities in Unit 1 and are in Section activities	10000	WHAT D	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
(i.e. morning, ed to school activities d to school activities in Unit 1 and are in Unit 2 and are	 School subjects 		Recognize familiar school vocabulary as found in culturally
(i.e. morning, ed to school activities d to school activities in Unit 1 and are (as memorized	 Classroom objects and furniture 	authenti	authentic video clips from the target culture.
(i.e. morning, ed to school activities d to school activities in Unit 1 and are in Unit 2 and are	School supplies	 Demonst 	Demonstrate understanding of commands related to school
(i.e. morning, ed to school activities d to school activities in Unit 1 and are in unit 2 and are	 Activities associated with school 	routine.	
(i.e. morning, ed to school activities d to school activities in Unit 1 and are (as memorized	Ordinal numbers	 Identify i 	Identify information related to class schedules and school
(i.e. morning, ed to school activities d to school activities in Unit 1 and are ia memorized	Question words	activities	activities as found in culturally authentic electronic information
(i.e. morning, ed to school activities d to school activities in Unit 1 and are (as memorized	 Numbers for telling time 	sources	ind other written texts.
(i.e. morning, ed to school activities d to school activities in Unit 1 and are (as memorized	Days of the week	Ask mem	Ask memorized questions related to school life by interacting
 (i.e. morning, ed to school activities d to school activities in Unit 1 and are (as memorized 	 Months of the year 	with clas	with classmates and members of the target culture using digital
ed to school activities d to school activities in Unit 1 and are (as memorized		tools and	l face-to-face communication.
ed to school activities d to school activities in Unit 1 and are (as memorized		 Answer s 	Answer simple questions related to school life by interacting
ed to school activities d to school activities in Unit 1 and are (as memorized	 The structures necessary to: 	with clas	with classmates and members of the target culture using digital
ed to school activities d to school activities in Unit 1 and are (as memorized		tools and	l face-to-face communication.
d to school activities in Unit 1 and are (as memorized		 Inquire a 	Inquire about preferences related to school.
d to school activities in Unit 1 and are (as memorized	in the present time frame	 Respond 	Respond to questions about preferences related to school.
		 Compare 	Compare school life in the home and target culture(s).
	in the present time frame		
	 Cultural products related to school 		
	Cultural practices related to school		
 The structures necessary to: Express likes or dislikes Give and respond to commands (as memorized chunks) Hodicate home home home 		7	
	 The structures necessary to: 	2	
	chunks)		
	 Indicate location 		

Fairfield School District	
World Language Curriculum Guide	
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2 UNIT NAME: School Days	
UNIT DESCRIPTION	
Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	classes, lar to and s always in the
Interpretive: They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life in the target culture(s).	tories, and
Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.	ommunity, in
Presentational: They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).	

	Fairfield School District
	World Language Curriculum Guide
NTENT AREA	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2 UNIT NAME: School Days
# OIS	CAN DO STATEMENTS ALIGNED TO THE SLOS
H	The expectations for 6-12 are for both listening and reading.
	Interpretive Listening:
	I can understand when someone describes things found in a school.
	l can understand when someone talks about their school day.
	a. I can identify the time a class starts and finishes.
	b. I can identify the order of classes during the school day.
	c. I can identify the favorite and least favorite teacher and class.
	d. I can determine how my school day and the school day of a student in the target culture are similar and different.
	I can recognize common school and classroom activities when someone is describing what they do during the school day. Interpretive Reading:
	l can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.
	l can interpret a school schedule.
	a. I can identify the time a class starts and finishes.
	b. I can identify the order of classes during the school day.

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CONTENT AREA:	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 2 UNIT NAME: School Days
	c. I can determine which days of the week certain classes meet.
	d. I can determine how my schedule and the schedule of a student the target culture are similar and different.
	I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the target culture.
2	Interpretive Listening:
	I can follow routine classroom directions given by my teacher orally (e.g. take out your, put away your, pass the papers forward, raise your hand, cover your papers, clear your desks).
	Interpretive Reading:
	I can follow routine classroom directions written by my teacher or others (e.g. take out your, put away your, pass the papers forward, raise your hand, cover your papers, clear your desks).
m	Interpersonal:
	I can use digital tools and face-to-face communication to:
	a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
5	b. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom.
	c. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate's schedule or the schedule of a student from the target culture.
	d. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture.

CONTENT AREA: World Languages e. Ask simple, the target cit f. Answer simple, f. Answer simple, dculture do d transferencies transferencies f. Answer simple, f. Answer simple,	World LanguageLanguagesNovice-Mid 6-8Ask simple, memorized questions (yes/no,Ask simple, memorized questions (yes/no,Answer simple questions (yes/no, either/cculture do during the school day.ational:Speaking and Writing - The experience	(uage Curri UNIT #: 2 ss/no, either/o ours. ther/or, and sl expectations	World Language Curriculum Guide World Languages Novice-Mid 6-8 UNIT #: 2 UNIT MAME: School Days e. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours. Init #: 2 UNIT #: 1 Init #: 2 Init Table f. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day. Init response) about what I do and what peers in the target culture do during the school day. Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.
CONTENT AREA: World Langua e. Ask sim the targ f. Answer culture 4 Presentational	ages Novice-Mid 6-8 nple, memorized questions (ye get culture do during school h is simple questions (yes/no, eit e do during the school day. i: Speaking and Writing - The	UNIT #: 2 ss/no, either/o ours. her/or, and sl expectations	UNIT NAME: School Days (or, and short response) about what my classmates and peers in short response) about what I do and what peers in the target s for 6-12 are for both speaking and writing.
	nple, memorized questions (ye get culture do during school h ir simple questions (yes/no, eit e do during the school day. <u>i</u> Speaking and Writing - The	s/no, either/o ours. .her/or, and sl expectations	/or, and short response) about what my classmates and peers in short response) about what I do and what peers in the target s for 6-12 are for both speaking and writing.
	nple, memorized questions (ye get culture do during school h r simple questions (yes/no, eit e do during the school day. <u>.</u> Speaking and Writing - The	es/no, either/c ours. her/or, and sl expectations	/or, and short response) about what my classmates and peers in short response) about what I do and what peers in the target s for 6-12 are for both speaking and writing.
	get culture do during school h r simple questions (yes/no, eit e do during the school day. <u>.</u> Speaking and Writing - The	ours. her/or, and sl expectations	short response) about what I do and what peers in the target s for 6-12 are for both speaking and writing.
	rr simple questions (yes/no, eit e do during the school day. <u>i</u> : Speaking and Writing - The	her/or, and sl expectations	short response) about what I do and what peers in the target s for 6-12 are for both speaking and writing.
	e do during the school day. <u></u>	expectations	s for 6-12 are for both speaking and writing.
	<u>:</u> Speaking and Writing - The	expectations	s for 6-12 are for both speaking and writing.
	s, phrases, and memorized ser	ntences to des	I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom,
provide a typic	provide a typical schedule, and tell what takes place during a typical day).	es place durin	ng a typical day).
l can use words	s, phrases, and memorized ser	ntences to des	l can use words, phrases, and memorized sentences to describe school life in the target culture based on information
gathered from	readings, short audio/video cl	lips, and inter	gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a
classroom, provide a typical	wide a typical schedule, and te	ell what takes	schedule, and tell what takes place during a typical day).
l can use words	ls. phrases, and memorized ser	ntences to cre	l can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in
both cultures.			

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Fairfield S	Fairfield School District
World Language	World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 3	#: 3 UNIT NAME: Home, Sweet Home
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations.
District/School Texts/Resources	District/School Supplementary Resources
Powerpoint Presentation lessons. Worksheets Qui.com interactive activities	Websites: QUIA.com Memrise.com Brainpop.com Youtube Spanish tutoring lessons

UNIT #: 3 UNIT NAME: Home, Sweet Home World Language Curriculum Guide **Fairfield School District** Novice-Mid 6-8 **CONTENT AREA:** World Languages

T	CTIDENT LEADNING ORIECTIVES	CORRESPONDING
ŧ	STUDENT LEANNING OBJECTIVES	CCSS/NJCCCS
-	Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home,	7.1.NM.A1 7.1.NM.A.4
Ч	the names of rooms in a home, common household items, and household chores.	7.1.NM.A.5
	Click <u>here</u> for the "Can-Do" Statement.	
	Skim and scan culturally authentic texts to identify cultural products and practices related to	7.1.NM.A.3
2	home life.	
	Click <u>here</u> for the "Can-Do" Statement.	
	Ask and respond to memorized questions about the rooms in a home, description of a home, the	7.1.NM.B.1
	furniture and other items found in the home, and the chores that are typically done using digital	7.1.NM.B.4
ო	tools and face-to-face communication in the target language.	
	Click <u>here</u> for the "Can-Do" Statement.	
	Create a multimedia rich presentation to compare homes and household chores in the home and	7.1.NM.C.1
4	target cultures.	
	Click <u>here</u> for the "Can-Do" Statement.	
	Retell highlights from age- and level-appropriate culturally authentic target language text (oral or	7.1.NM.C4
L	written) that includes description of a home, its contents, and chores to describe homes in the	
n	target culture.	
	Click <u>here</u> for the "Can-Do" Statement.	

Fairfield School District World Language Curriculum Guide
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 3 UNIT NAME: Home, Sweet Home
Code # New Jersey Core Curriculum Content Standards for World Languages
Linguistic Content Statements
Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.
<u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
 Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.
Presentational: The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
 Make lists. State needs and preferences. Describe people, places, and things.
Cultural Content Statement(s): 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.)

Writing and Anchor Standard 1 CCSS-ELA Speaking & Identify familiar people, places, and objects based on simple This CPI supports Anchor Standards 1, 2, & 3 CCSS-This CPI supports Anchor Standards 1, 2, & 3 CCSS-Use digital tools to exchange basic information at the word This CPI supports Anchor Standards 1, 2, & 3 CCSSlevel to create a multimedia-rich presentation on targeted contained in culturally authentic materials using electronic Use basic information at the word and memorized-phrase Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Recognize a few common gestures and cultural practices and memorized-phrase level related to self and targeted This CPI supports Anchor Standard 1 CCSS-ELA Recognize familiar spoken or written words and phrases This CPI supports Anchor Standard 6 CCSS-ELA Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally information sources related to targeted themes. authentic materials on familiar topics. associated with the target culture(s). **UNIT NAME: Home, Sweet Home** oral and/or written descriptions. Speaking & Listening. ELA Reading. ELA Reading. Listening. ELA Reading. World Language Curriculum Guide themes. Fairfield School District **UNIT #: 3** Novice-Mid 6-8 **CONTENT AREA: World Languages** 7.1.NM.A.5 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.A.1

	Fairfi	Fairfield School District	District		
	World Lan	guage Curr	World Language Curriculum Guide		
CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 3	UNIT NAME: Home, Sv	Home, Sweet Home	
			themes to be shared	virtually with a	themes to be shared virtually with a target language audience.
			This CPI supl	oorts Anchor Sta	This CPI supports Anchor Standards 4, 5, & 6 CCSS-
			ELA Writing	and Anchor Star	ELA Writing and Anchor Standard 4 CCSS-ELA
				-istening.	
/.1.NM.C.4			Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	from age- and le naterials orally c	evel-appropriate, or in writing.
			This CPI sup Writing and	oorts Anchor Sta Anchor Standar	This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking &
			Listening.		
	CONCEPTS				SKILLS
WHAT DO	WHAT DO STUDENTS NEED TO KNOW?	KNOW?		WHAT DO STU	WHAT DO STUDENTS NEED TO BE ABLE
					TO DO?
 Types of furniture found in the home 	ome		3	 Identif 	Identify household chores found
 Names of rooms in the home 				in auth	in authentic materials from an
 Common household items used in each I 	n each room			electro	electronic information source
 Common household chores 	3			and otl	and other sources.
 Characteristics of a home 				 Identif 	Identify furniture and items in
 The structures necessary to: 				the ho	the home as found in videos of
o Describe homes				home t	home tours from authentic
 Describe the contents of homes 	homes			electro	electronic sources,
 Memorized and frequently practiced questions related to: 	ced questions related	to:		adverti	advertisements for homes on
 Rooms in the home 				the ma	the market, and/or written
 Location of items in the home 	ome			articles	articles on homes and chores.
 Family responsibilities and chores 	d chores			 Ask me 	Ask memorized questions
-				relateo	related to homes (rooms,
The following items have already been assessed		ts and are beir	in previous units and are being recycled in this unit:	descrip	descriptions of one's home,
				items i	items in a home, furniture, and
 The structures necessary to: 				chores	chores) using digital tools.
 State a preference or an opinion 	opinion			 Resport 	Respond to simple questions

Fairfield School District	
World Language Curriculum Guide	
CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 3 UNIT NAME: Home, Sweet Home	veet Home
o Express like and dislike	related to homes (rooms,
	descriptions of one's home,
	items in a home, furniture, and
	chores) using digital tools.
	 Use memorized language to
	express preferences related to
	the division of household
	chores.
	 Compare homes in the target
	and home cultures.
	 Compare common household
	chores in the home culture with
	common chores in the target
	culture.
	 Create a tour of a home from
	the target culture.
	 Create multimedia rich visual
	representation of one's home or
	a home representative of the
	home culture.
	 Retell highlights from an
	authentic video or simple
	written text that includes
	description of the home and its
	contents.
	 Identify culturally specific
	household items and chores.

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CONTENT	CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 3	UNIT NAME: Home, Sweet Home
			UNIT DESCRIPTION	CRIPTION
Students u different. interpretiv	Students use the target language in the three m different. They compare the distribution of hou interpretive mode may be in English; however, t	iree modes of communication to explore how h of household chores in the home culture with t ever, the text is always in the target language.)	unication to ex in the home cu ys in the target	Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
<u>Interpretive:</u> They interpre tours, descrip	Interpretive: They interpret authentic written and video/audio texts such as news-clips, real e tours, descriptions of items in a home, and division of household responsibilities.	o/audio texts such as d division of househo	news-clips, really really responsibilities	Interpretive: They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.
Interpersonal: They engage ir which they ask	Interpersonal: They engage in short unrehearsed/unscripted cc which they ask and answer questions related to	oted conversations w ted to their homes, c	ith classmates, common house	<u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.
<u>Presentational:</u> They use lists, cl target cultures.	<u>onal:</u> sts, chunks of language and mei ures.	morized phrases to d	lescribe the roo	Presentational: They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.
		6		
SLO #		CAN DO ST	TATEMENTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	The expectations for 6-12 are for both listening and reading.	for both listening a	nd reading.	
	Interpretive Listening:			
	I can understand basic information	ation when someone talks about their home.	e talks about th	neir home.
	a. I can recognize the names of the rooms.	imes of the rooms.		
	b. I can recognize the names of furniture.	imes of furniture.		

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CONTENT	CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 3	UNIT NAME: Home, Sweet Home
	c. I can match pictures based		ions of a hom	on oral descriptions of a home (color, size, location of items).
	d. I can draw a picture based		ions of a home	on oral descriptions of a home (color, size, location of items).
	e. I can draw a picture of som	of someone's favorite	room based o	eone's favorite room based on oral descriptions.
	I can understand basic information		talks about h	when someone talks about household chores.
	a. I can recognize the n	I can recognize the names of common household chores.	sehold chores	
	b. I can determine household	sehold chores one likes to do and doesn't like to do	s to do and do	esn't like to do
	c. I can determine who does	does which chores.		
	Interpretive Reading:			
	I can understand some basic information related to home (colors culturally-authentic real estate websites and on-line home tours.	information related to te websites and on-lir	o home (colors le home tours	l can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found in culturally-authentic real estate websites and on-line home tours.
	I can identify who does which chor	h chores by interpreti	ıg surveys dea	es by interpreting surveys dealing with household chores.
	Interpretive Listening:			
	I can listen to a short video/audio o commonalities and differences.	audio clip that compar :es.	es a home in r	clip that compares a home in my community with one in the target culture and identify
7	I can listen to a short video/audio clips that compares things m do in their homes and identify commonalities and differences.	audio clips that compa fy commonalities and	res things my differences.	l can listen to a short video/audio clips that compares things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.
	Interpretive Reading:			

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CONTENI	CONTENT AREA: World Languages	Novice-Mid 6-8	UNIT #: 3	UNIT NAME: Home, Sweet Home
	I can read short written texts that c differences.	at compare a home	in my comm	ompare a home in my community with one in the target culture and identify commonalities and
	I can read short written texts that c homes and identify commonalities	iat compare things n ties and differences.	ıy family and	ompare things my family and I do at home with what families from the target culture do in their and differences.
m	I can ask memorized questions	(yes/no, either/or a	nd short resp	l can ask memorized questions (yes/no, either/or and short response) related to the description of the home.
	l can answer simple questions (yes/no, either/or an	d short respo	l can answer simple questions (yes/no, either/or and short response) related to the description of the home.
	I can ask memorized questions	(yes/no, either/or a	nd short resp	l can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.
	l can answer simple questions (yes/no, either/ or aı	nd short resp	l can answer simple questions (yes/no, either/ or and short response) related to the division of household chores.
4	Presentational: Speaking and	Writing - The expect	ations for 6-	Presentational: Speaking and Writing - The expectations for 6-12 are for both speaking and writing.
	I can use words, phrases, and memorized sentences to creat chores common in my culture to those in the target culture.	nemorized sentence o those in the targe	s to create a l culture.	l can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares homes and chores common in my culture to those in the target culture.
ъ	Presentational:			
	I can use words, phrases, and mem	nemorized sentence	s to describe	orized sentences to describe a home from the target culture based on a text that includes:
	a. Rooms typically found in th	n the home		
	b. Furniture and other items commonly found in different rooms	ms commonly found	in different	smoo.
	I can list or identify household chor authentic text.	chores commonly do	ne by memb	res commonly done by members of the target culture based on information found in a culturally-

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CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 4	UNIT NAME: Food, Glorious Food
District/School Formative Assessment Plan	District/School Summative Assessment Plan
 Suggested Formative Assessments (optional) Express understanding by simple answer to learned questions. Write basic grammatical sentences about themselves. Write basic grammatical sentences about themselves. Ask and respond simple questions regarding personal information: name, feelings, location, age, physical and personality traits. Oral participation: expressing understanding and intended use of the target language by physical or oral responses. Students' portfolio: notebook notes, worksheet activities. 	 Summative Assessments Reading comprehension multiple-option answer True or False statements. Written answers. Written answers. Performance Task: basic interpersonal dialogues. Project: research and presentation of cultural aspect of the target-language countries. Power-point presentations.
District/School Texts/Resources	District/School Supplementary Resources
Powerpoint Presentation lessons.	Websites:
Worksheets	QUIA.com Memrise.com
Qui.com interactive activities	Brainpop.com Youtube Spanish tutoring lessons

	Fairfield School District World Language Curriculum Guide	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
	Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).	7.1.NM.A.1 7.1.NM.A.5
7	Click <u>here</u> for the "Can-Do" Statement. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). Click here for the "Can-Do" Statement.	7.1.NM.A.3
m	Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices. Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.A.2 7.1.NM.B.2
4	Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.B.4
Ŋ	Present cultural products and imitate cultural practices related to food as found in age- and level- appropriate, culturally authentic materials. Click <u>here</u> for the "Can-Do" Statement.	7.1.NM.C.4 7.1.NM.C.5

	Fairfield School District World Language Curriculum Guide
CONTENT AREA: World Languages	Norld Languages Novice-Mid 6-8 UNIT #: 4 UNIT NAME: Food, Glorious Food
Code #	New Jersey Core Curriculum Content Standards for World Languages
Linguistic Content Statements Interpretive:	tatements
The Novice-Mid lang words and phrases th	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.
Interpersonal:	
The Novice-Mid lang to:	The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
 Respond to Ask memo 	Respond to learned questions. Ask memorized guestions
	State needs and preferences.
 Describe p 	Describe people, places, and things.
Presentational:	
The Novice-Mid languto: to:	The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:
o Make lists.	
 State need: Describe percention 	State needs and preferences. Describe people, places, and things.
Cultural Content Statement(s):	tement(s):
Healthy eating habits	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should
include, but are not l.	include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
Many products and p	Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the
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	Fairfield School District World Language Curriculum Guide
CONTENT ARE	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 4 UNIT NAME: Food, Glorious Food
development of and travel.)	development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1 & 4 CCSS-ELA Reading.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s). This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA ELA Speaking & Listening.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

CONTENT AREA: World Languages Novice-Mid 6-8 LINIT #: 4 LINIT NAMF: 5	rriculum Guide
Novice-Mid 6-8	
	UNIT NAME: Food, Glorious Food
CONCEPTS	SKILLS
WHAT DO STUDENTS NEED TO KNOW?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
 Names of common vegetables, fruits, grains, proteins, and 	 Identify main idea of an authentic text dealing with food
dairy items	products and practices.
Colors	 Demonstrate comprehension of a series of oral and written
 Names of common 'empty calorie' foods 	directions as related to food products and practices
 Vocabulary used to describe quantity (e.g. ounce, gram, 	
pound, kilo, teaspoon, tablespoon, cup, and slice)	 Recognize and use common gestures and cultural practices
 Vocabulary associated with table setting (plate, bowl, knife, 	associated with food.
fork, spoon, napkin, and tablecloth)	 Ask memorized questions related to food preferences,
 Adjectives used to describe food (e.g. fresh, frozen, canned, 	products, and practices.
and homemade)	 Answer simple questions related to food preferences,
 Adjectives to describe size and shape of food 	products, and practices.
 Culturally authentic gestures and practices associated with 	 Engage in an unrehearsed conversation to order a meal.
eating	 Present information related to food preferences products
 The structures necessary to: 	and practices in the target culture based on information found
 Order and pay for food (e.g. I would like, Please 	in age- and level-appropriate, culturally authentic materials
bring me, I need, and Do you have?)	
 Extend, accept, and refuse an invitation 	
 Memorized questions related to ordering and paying for a 	
meal	
 Currency from target culture and conversion to American 	
equivalent	
The following items have already been assessed in previous units and	
are heing recycled in this unit:	

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The structures needed to:	
o State a preference	
 Express likes and dislikes 	
o Indicate location	
o Express time	
o Compare	
	UNIT DESCRIPTION
Students use the target language in the three mo and target cultures. They compare eating habits English; however, the text is always in the target	Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
Interpretive: They interpret age- and level-appropriate authentic written and vide blogs, and short video clips that focus on foods in the target culture.	Interpretive: They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.
Interpersonal: They engage in short unrehearsed/unscripted co which they ask and answer questions and expre	Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.
<u>Presentational:</u> They use lists, chunks of language, and me cultures.	<u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

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CONTEN	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 4 UNIT NAME: Food, Glorious Food
# OTS	CAN DO STATEMENTS ALIGNED TO THE SLOS
H	The expectations for 6-12 are for both listening and reading.
	Interpretive Listening:
	l can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.
	I can understand some basic information when someone talks about a few practices associated with food (e.g. meals, ordering, purchasing).
	Interpretive Reading:
	I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.
	I can understand some basic information found in short written texts about practices associated with food (e.g. meals, ordering, purchasing).
2	Interpretive:
	I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).
ო	Interpretive Listening:
	I can follow directions given by the teacher or a classmate for setting the table.
	I can put foods in appropriate categories based on instructions from the teacher or a classmate.

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NTENI	CONTENT AREA: World Languages Novice-Mid 6-8 UNIT #: 4 UNIT NAME: Food, Glorious Food
	Interpersonal Speaking:
	I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.
	I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.
4	Interpersonal:
	l can order a meal from a target language menu.
	l can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.
	l can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.
ы	<u>Presentational:</u> Speaking and Writing - The expectations for 6-12 are for both speaking and writing.
	I can use words, phrases, and memorized sentences to share information learned about food products and practice with others.
	a. I can use a graphic organizer to categorize foods popular in the United States and the target culture.
	b. I can use a graphic organizer to compare food practices.