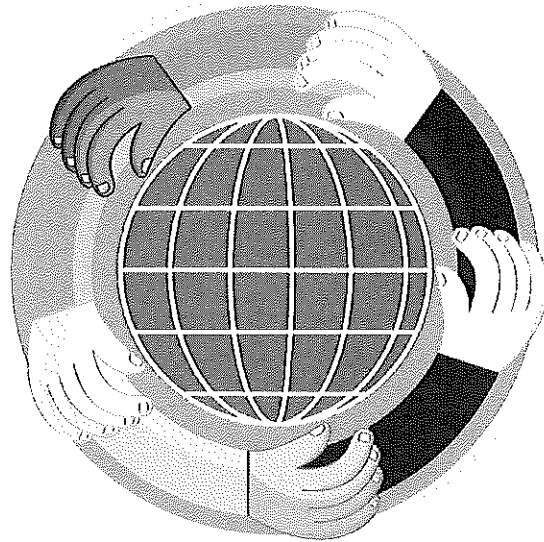


Fairfield Township School District

World Language Curriculum



Presented to the Board: April 2022

Curriculum Supervisor
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FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade K-2

Subject: World Language	Grade Level: K-2 (Novice Low)
Unit 1: Introducing myself (Greetings)	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do you introduce yourself in the target language? 	<p>Students will be able to introduce themselves by giving their names. (ex. Hola, mi nombre es Carlos.)</p>
<ul style="list-style-type: none"> How do you tell someone where you live in the target language? 	<p>Students will be able to tell where they live. (ex. Yo vivo en Bridgeton.)</p>
<ul style="list-style-type: none"> How do you tell someone your age in the target language? 	<p>Students will be able to tell their age. (ex. Tengo siete años de edad)</p>
NJSL-S Standards	Classroom Applications
<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to participate in spontaneous conversations with peers using appropriate greetings. Students will be able to use appropriate gestures in correlation with our target culture. Students will be able to begin a conversation in our target language. Students will be able to count to 20. Students will share their birthday and other basic information. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

<p>to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21st Century Skills:</p> <p>ELA/Literacy -</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Mathematics -</p> <p>K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>21st Century Skills -</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.</p>	<p>Unit Resources:</p> <p>→ Websites:</p> <ul style="list-style-type: none"> ◆ QUIA.com ◆ IXL ◆ Hello-World.com ◆ https://www.climate.gov/

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade K-2

Subject: World Language	Grade Level: K-2 (Novice Low)
Unit 2: Talking about Pets & Animals	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is the name of your favorite pet/animal in the target language? • What color is your favorite pet/animal using the target language? • How do you tell the age of your favorite pet? • Describe your favorite pet/animal. 	<p>Students will be able to identify their favorite pet/animal. (ex. Mi animal favorito es el perro.)</p> <p>Students will be able to practice color identification of pets/animals. (ex. Mi perro es marrón.)</p> <p>Students will be able to tell their favorite pet/animal’s age. (ex. Mi perro tiene cinco años.)</p> <p>Students will be able to describe pets/animals.(ex. Mi perro es grande)</p>
NJSL-S Standards	Classroom Applications
<p>7.1.NL.IP.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will listen, talk and understand information about animals and pets • Students will tell the color of an animal and/or pets. • Students will identify animals who reside in target countries. • Students will use adjectives to describe their favorite pets. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p>

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.5.C. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Mathematics -

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

- Websites:
- ◆ QUIA.com
 - ◆ IXL
 - ◆ Hello-World.com
 - ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
- ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
- ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade K-2

Subject: World Language	Grade Level: K-2 (Novice Low)
Unit 3: School Life (Weather)	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is your favorite school subject in the target language? • What school supplies do you use in school? • Can you show classroom objects? • Describe the weather for each season in the target language. 	<p>Students will identify and tell their favorite school subject (math, gym, art, etc.) using target language (ex. la clase de educación física).</p> <p>Students will identify and list the names of school supplies using the target language (pen, paper, ruler, etc.) and when supported by visual pictures. (ex. el lápiz, el cuaderno, la regla)</p> <p>Students will be able to point out and show classroom objects as requested. (ex. la computadora)</p> <p>Students will be able to describe the weather and climate for each season. (ex. Hace sol en el verano.).</p>
<p>NJSLS Standards</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify and match classroom objects. • Students will identify and match school supplies that are located in their backpack. • Students will identify and explain what the weather is like. • Students will identify what their favorite school subject is. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p>

<p>words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support.</p>
<p>Connections to other content areas, including 21st Century Skills:</p> <p>ELA/Literacy -</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	

Mathematics -

K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade K-2

Subject: World Language	Grade Level: K-2 (Novice Low)
Unit 4: Family	Pacing: 7-8 classes
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do you identify family members using the target language? • What are the ages of your family members? • What activities do you do with your family? 	<p>Enduring Understandings</p> <p>Students will be able to identify and recognize words associated with family members. (ex. mi madre, mi padre, mi hermano, etc.)</p> <p>Students will be able to tell their relatives' age using the target language. (ex. Mi abuela tiene sesenta años)</p> <p>Students will be able to tell what activities they do with their family using the target language. (ex. Ir a la iglesia, ir al centro comercial)</p>
<p>NJSLS Standards</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify the names of family members. • Students will state the name of their family members • Students will be able to state the name of their family members • Students will identify activities that they do with family members. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p>

<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p>	<p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21st Century Skills:</p> <p>ELA/Literacy - SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Mathematics - K.CCA.3. Counting and writing numbers to 9.</p> <p>21st Century Skills – 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals</p>	
<p>Unit Resources:</p> <p>→ Websites:</p> <ul style="list-style-type: none"> ◆ QUIA.com ◆ IXL 	

- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade 3-5

Subject: World Language	Grade Level: 3-5 (Novice Mid)
Unit 1: Introducing myself (Greetings & feelings)	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do you introduce yourself in the target language? 	<p>Students will be able to introduce themselves by giving their names. (ex. Hola, mi nombre es Carlos.)</p>
<ul style="list-style-type: none"> How do you tell someone where you live in the target language? 	<p>Students will be able to tell where they live. (ex. Yo vivo en Bridgeton.)</p>
<ul style="list-style-type: none"> How do you tell someone your age in the target language? 	<p>Students will be able to tell their age. (ex. Tengo siete años de edad)</p>
<ul style="list-style-type: none"> How do you tell someone how you feel in the target language? 	<p>Students will be able to tell how they feel. (ex. Yo estoy feliz. Yo estoy triste.)</p>
NJSL-S Standards	Classroom Applications
<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to participate in spontaneous conversations with peers using appropriate greetings. Students will be able to use appropriate gestures in correlation with our target culture. Students will be able to begin a conversation in our target language. Students will be able to express feelings and moods using the target language.
7.1.NM.IPRET.2:	

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition
Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

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

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.3.1.Ask and answer questions, and make relevant connections to demonstrate understanding a text, referring explicitly to the text as the basis for the answers.

Mathematics -

3.NBT.2. Fluently add and subtract within 1000.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade 3-5

Subject: World Language	Grade Level: 3-5 (Novice Mid)
Unit 2: Pets & Animals	Pacing: 7-8 classes
<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the name of your favorite pet/animal in the target language? • What color is your favorite pet/animal using the target language? • How do you tell the age of your favorite pet? • Describe your favorite pet/animal. • Identify and tell typical pets/animals from the target culture. 	<p>Enduring Understandings</p> <p>Students will be able to identify their favorite pet/animal. (ex. Mi animal favorito es el perro.)</p> <p>Students will be able to practice color identification of pets/animals. (ex. Mi perro es marrón.)</p> <p>Students will be able to tell their favorite pet/animal's age in the target language. (ex. Mi perro tiene cinco años.)</p> <p>Students will be able to describe pets/animals in the target language. (ex. Mi perro es grande)</p> <p>Students will be able to identify and tell animals from different countries of the target language. (ex. Mi perro es grande)</p>
<p>NJSL-S Standards</p> <p>7.1.NM.IP.ET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will listen, talk and understand information about animals and pets. • Students will tell the color of an animal and/or pets. • Students will identify animals who reside from target countries. • Students will use adjectives to describe their favorite pets.

<p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases,</p>	<p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

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

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RL.3.1.Ask and answer questions, and make relevant connections to demonstrate understanding a text, referring explicitly to the text as the basis for the answers.

Mathematics -

3.NBT.2. Fluently add and subtract within 1000.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
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Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade 3-5

Subject: World Language	Grade Level: 3-5 (Novice Mid)
Unit 3: School Life, Routines & Weather conditions	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is your favorite school subject in the target language? 	<p>Students will identify and tell their favorite school subject (math, gym, art, etc.) using target language (ex. la clase de educación física).</p>
<ul style="list-style-type: none"> • What school supplies do you use in school? 	<p>Students will identify and list the names of school supplies using the target language (pen, paper, ruler, etc.) and when supported by visual pictures. (ex. el lápiz, el cuaderno, la regla)</p>
<ul style="list-style-type: none"> • Tell your daily routines using the target language. 	<p>Students will be able to tell what time they get up, they go to school, they go to bed, etc. (ex. Yo voy a la escuela a las 8:50 am.)</p>
<ul style="list-style-type: none"> • Describe the weather for each season in the target language. 	<p>Students will be able to describe the weather and climate for each season. (ex. Hace sol en el verano.)</p>
<ul style="list-style-type: none"> • What is the weather like in the target countries? 	<p>Students will be able to compare and tell different weather conditions in the target countries. (ex. Hace frío en Nueva York y hace calor en San Juan de Puerto Rico.)</p>
<ul style="list-style-type: none"> • Discuss climate change in the target countries. 	<p>Students will be able to tell the effects of climate change. (ex. The melting down of famous snow caps in the Andes.)</p>
NJSL-S Standards	Classroom Applications
<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify school supplies in the target language.

sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- Students will identify and explain what the weather is like in the target language.
- Students will identify what their favorite school subject is in the target language.
- Students will be able to list their daily routines in the target language.
- Students will be able to identify the effects of climate change in the target countries.

Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts... using language that pertains to time, sequence, and cause/effects.

Mathematics -

3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grade 3-5

Subject: World Language	Grade Level: 3-5 (Novice Mid)
Unit 4: Family & Food	Pacing: 7-8 classes
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do you identify family members using the target language? • What do you eat for meals? • What time do you eat your meals? • What family members cook at home? • Tell typical food/dishes in the target countries. 	<p>Enduring Understandings</p> <p>Students will be able to identify and recognize words associated with family members in the target language. (ex. mi madre, mi padre, mi hermano, etc.)</p> <p>Students will be able to list the foods that they eat for their meals in the target language. (Yo como carne. pollo y arroz.)</p> <p>Students will be able to tell the time they eat their meals in the target language. (ex. Yo tomo el desayuno en la mañana.)</p> <p>Students will be able to list the family members who cook at home using the target language. (ex. Mi mamá prepara el desayuno. Mi hermana prepara la cena)</p> <p>Students will be able to identify and tell different food and typical dishes from the target cultures and countries. (ex. Tacos es de Mexico, Pernils es de Puerto Rico)</p>
<p>NJSLS Standards</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2:</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify the names of family members. • Students will identify and tell food using the target language. • Students will tell the time they eat their meals. • Students will identify and tell food and typical dishes from the target countries. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition,</p>

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.4:

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts... using language that pertains to time, sequence, and cause/effects.

Mathematics -

3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes.

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

**FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grades 6-8**

Subject: World Language	Grade Level: 6-8 (Novice-High)
Unit 1: Community Life	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● Can you list places you go in your community? ● What kinds of jobs do your family members have? ● What animals do you like from Bridgeton zoo? ● Are any of those animals originally from one of the target countries? 	<p>Students will be able to say and list places like libraries, hospitals, schools, stores, churches, Bridgeton zoo; using the target language. (ex. Yo voy a la biblioteca.)</p> <p>Students will be able to tell the different jobs/professions their family members have. (ex. Mi papá es policía. Mi mamá es enfermera.)</p> <p>Students will be able to tell the animals they like and don't like from Bridgeton zoo using the target language. (ex. Me gusta el tigre. No me gusta el puercoespín.)</p> <p>Students will be able to relate and tell what animals from Bridgeton zoo are original from any target country. (ex. La llama es de Perú.)</p>
NJSL-S Standards	Classroom Applications
<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to participate in spontaneous conversations with peers using appropriate greetings. ● Students will be able to use appropriate gestures in correlation with our target culture. ● Students will be able to begin a conversation in our target language. ● Students will be able to list places, jobs, animals, and state likes and dislikes. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4:

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6:

Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -
SL.6.2. Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Mathematics / Technology
8.1.2.DA.1: Collect and present data including climate change data, in various visual formats..

21st Century Skills –
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

- Unit Resources:
→ Websites:
- ◆ QUIA.com
 - ◆ IXL
 - ◆ Hello-World.com
 - ◆ <https://www.climate.gov/>
 - ◆ www.Cohanzickzoo.org (Bridgeton zoo website)

- Unit Assessment Opportunities:
- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
 - Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grades 6-8

Subject: World Language	Grade Level: 6-8 (Novice-High)
Unit 2: Geography and Climate change	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Can you locate target countries in the world? • Can you tell the differences of the climate among the target countries? • Can you tell the impact of climate change in target countries? • Can you compare the impact of climate change with your community or the States in the USA? 	<p>Students will be able to locate geographically where in the world there are target countries. (ex. España está en Europa y Argentina está en Sudamérica.)</p> <p>Students will be able to identify and differentiate climate zones among the target countries. (ex. Cuba es tropical y Argentina.)</p> <p>Students will be able to describe the impact of climate change in different zones of the target countries. (ex. The melting down of snowcaps in the Andes.)</p> <p>Students will be able to compare the impact of climate change between the USA and the target countries. (ex. The wildfires in California and the melting down of snowcaps in the Andes.)</p>
<p>NJSL-S Standards</p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will tell where in the world the target countries are located. • Students will tell the different climate zones in the target countries. • Students will tell the impact of climate change in different zones of the target countries. • Students will compare the climate change between the USA and the target countries.. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p>

related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation
ELL: vocabulary support

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.6: Tell or write a few details about the

impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.6.2. Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Mathematics / Technology

8.1.2.DA.1: Collect and present data including climate change data, in various visual formats..

21st Century Skills --

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit Resources:

→ Websites:

- ◆ QUIA.com
- ◆ IXL
- ◆ Hello-World.com
- ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test

- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grades 6-8

Subject: World Language	Grade Level: 6-8 (Novice-high)
Unit 3: Fine, Practical and Performing Arts.	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What pop singers, musicians, athletes and celebrities in the USA come from the target country? • What different genres of dancing music do you find in the target countries? • Can we identify different styles of hand-crafts and arts from the target countries? • What impact has technology made on the target countries? 	<p>Students will be able to relate pop celebrities and musical expressions in their community with their origin in the target country. (ex. Shakira es una cantante de Colombia. Alex Rodriguez es un beisbolista de República Dominicana.)</p> <p>Students will be able to identify and name different expressions of dancing music from the target country. (ex. Los argentinos bailan tango. Los cubanos bailan mambo.)</p> <p>Students will be able to identify and name art crafts and pottery from different target countries. (ex. Mexican pottery, Peruvian weaving crafts)</p> <p>Students will be able to use technology to translate between their native language to target languages. (Ex. English websites, Spanish newspapers online.)</p>
<p>NJSL-S Standards</p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words,</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify celebrities, music and dance expressions found in their community to their origin from the target countries. • Students will identify and name different styles of arts and crafts from the target countries. • Students will list technology resources that impact the lifestyle of the target countries.

phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate

Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition
Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.PRSNT.1:

Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.6.2. Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Mathematics / Technology

8.1.2.DA.1: Collect and present data including climate change data, in various visual formats..

21st Century Skills –

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Unit Resources:

- Websites:
 - ◆ QUIA.com
 - ◆ IXL
 - ◆ Hello-World.com
 - ◆ <https://www.climate.gov/>
 - ◆ Google translate

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

FAIRFIELD TOWNSHIP SCHOOL
World Language Curriculum Guide Grades 6-8

<p>Subject: World Language</p>	<p>Grade Level: 6-8 (Novice-High)</p>
<p>Unit 4: Cultural reflections</p>	<p>Pacing: 7-8 classes</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the different ways people greet each other in the target countries? • How do you name family members using the target language? • Compare typical food/dishes in the USA and the target countries. 	<p>Enduring Understandings</p> <p>Students will be able to tell the different ways that people greet each other colloquially. (ex. In Argentine they say “Hola che”, in Peru they say “Que tal!”)</p> <p>Students will be able to identify and recognize words associated with family members in the target language. (ex. mi madre, mi padre, mi hermano, etc.)</p> <p>Students will be able to compare and tell similarities and differences of food and dishes from the target country. (Ex. American hamburgers and Mexican tacos.)</p>
<p>NJSL-S Standards</p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will identify and use different ways of greetings in the target language. • Students will name family members in the target language. • Students will compare and name food and dishes from the USA and target countries. <p>Teaching Strategies/Materials: Modeling, Total Physical Response (TPR), Choral Repetition</p>

culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures,

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for culture investigations, puppets, realia

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.PRSNT.1:

Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2:

Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3:

Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4:

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5:

When speaking and writing, use simple sentences and try to connect them with a few transition words.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy -

SL.6.2. Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Mathematics / Technology

8.1.2.DA.1: Collect and present data including climate change data, in various visual formats..

21st Century Skills –
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Unit Resources:

- Websites:
 - ◆ QUIA.com
 - ◆ IXL
 - ◆ Hello-World.com
 - ◆ <https://www.climate.gov/>

Unit Assessment Opportunities:

- Formative Assessments
 - ◆ Writing Drills
 - ◆ Oral Participation (Dialogue)
 - ◆ Web-based activities
 - ◆ Quiz
 - ◆ Test
- Summative Assessments
 - ◆ Written/Oral Test

