

World Language Curriculum Guide

Montague Township School
District

Grades 5-8

Revised 2021 - 2022

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¿Cómo eres y cómo es tu familia? (All about me and my family)

¿Adónde vas? (Where do you go?)

¿Cómo es tu escuela? (Tell me about your school)

Goals

1. To gain proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational) in a world language utilizing common words, phrases, simple sentences, and stories.
2. To appreciate and understand a variety of cultures and traditions of Spanish-speaking countries, by teaching tolerance through the contributions of all people (“One Human Family”)
3. To encourage students with the opportunity to better understand their own language and culture through the study of others, to better prepare them as Global Citizens.

Philosophy

Language, communication and culture are at the heart of the human experience; therefore, programs to teach, develop, and enhance communication are essential. For this reason, the study of a world language is considered an integral part of the education of every child.

Understanding that world language expands our ability to communicate, enhances our understanding of our native language, provides us with insights into other cultures, and helps us recognize and appreciate both the diversity as well as the commonalities of the world's people. These are certainly worthy educational goals.

The in-depth study of a world language has been shown to have a positive impact on students' academic achievement, and the enhancement and improvement of their communicative facility with their own language. Students who study a world language often have a better vocabulary in their native language, higher levels of reading achievement, improved auditory discrimination and memory skills, and a better understanding of grammar in general. Students who gain proficiency in world languages enhance their college and career readiness.

Since the exposure to world language has positive effects on academic skills, future school choices, vocational expectations, and a better understanding of all people, this curriculum outline has been developed in the hope that it will positively benefit the students of our region.

World Language Practices

1. Communicate (in a variety of situations for multiple purposes)
2. Cultures (use language to understand perspective and practices of cultures)
3. Connections (compare language to their own)
4. Comparisons (develop cultural competency)
5. Communities (interact and collaborate in globalized world)

Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

3 Modes of Communication

Goal by the end of Grade 8: Novice High

Based on the number of hours devoted to world language instruction in the High Point Region, students in grades 5-8 will meet the ACTFL guidelines that describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012) at the following levels:

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive Mode: Interpreting meaning from listening, viewing, and reading culturally authentic materials

<p>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>
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Interpersonal Mode: Between and among people is the exchange of information and the negotiation of meaning

<p>Interpersonal Mode of Communication In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>	<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning</p>
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Presentational Mode: Presenting information, concepts and idea to an audience of listeners or readers for a variety of topics

<p>Presentational Mode of Communication In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>	<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
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Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education

mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

Topics and Units

Grade 5

- Spanish-Speaking Countries o Where are native Spanish speakers from?
- Rooms in the House or Apartment o Where do you live? What are the items in a house or apartment? o How is your home the same / different from homes in different countries? Why?
- Likes and Dislikes and Food o What do you like? What don't you like? o What do we eat? How does that compare to meals in other countries? o What are our "meal time rituals"? Why would they be different elsewhere?

Grades 6 – 8

- Todo Acerca de Mí y de mi Familia o ¿Cómo estás? How are you? ¿Cómo eres? What are you like? ¿Dónde vives? Where do you live? ¿De dónde eres? Where are you from? ¿Qué tienes? What do you have?
 - o ¿Cómo es tu familia? What does your family look like? (Describe - ¿Quién vive contigo? Who lives with you?
 - o ¿Cuáles son tus costumbres familiares y culturales? What are your family and cultural customs?
- ¿Adónde vas?
 - o ¿Adónde vas de vacaciones, los domingos, después de la escuela, en el verano, durante la semana, etc.? Where do you go for vacation, on Sunday, after school, etc.? ¿Adónde vas? Where do you go?

¿Qué te gusta hacer? What do you like to do?

- ¿Dónde se habla español?
 - Geography and culture of Spanish-speaking countries

- ¿Cómo es tu escuela?
 - What is your school like? ○ ¿Qué haces en la escuela? What do you do in school? ○ ¿Qué clase/asignatura te gusta más? What subject do you like the most? ○ ¿Cuál es tu horario? What's your schedule? What classes do you take? What's the time?

- Supplemental/Enrichment Units ○ ¿Qué haces? (Professions) ○ ¿Qué celebras y por que? (Holidays) ○ Art and Culture

Grade 5 Instructional Units	
Likes and Dislikes and Food	
Pacing: 4 – 5 weeks	
<p>Transfer Goal: Students will be increasingly able to independently use their learning to...</p> <p>Food is an integral part of culture and plays differing roles depending on cultural traditions and native foods.</p> <p>What do you like? What don't you like?</p> <p>What do we eat? How does that compare to meals in other countries?</p> <p>What are our "meal time rituals"? Why would they be different elsewhere?</p> <p>When are mealtimes enjoyed around the world/ Why would they vary by country</p>	
<p>Essential Questions: Students will keep considering...</p> <p>How is food different throughout the world?</p> <p>Why is it important to discuss food in Spanish-speaking countries?</p>	<p>Enduring Understandings: Students will understand that</p> <p>Different foods are considered acceptable in different countries (including mealtime etiquette).</p> <p>Food is a large part of a country's culture.</p>
<p>Assessment Transfer Task</p> <p>Integrated Performance Assessments (IPA)</p> <p>Write and perform a restaurant skit.</p> <p>Read a menu and answer questions about the menu.</p> <p>Use video technology to create culminating projects using three modes of communication relating to food.</p>	
<p>Primary Interdisciplinary Connections:</p> <p>Social Studies, Visual and Performing Arts, English Language Arts, Math</p>	
<p><u>Career Awareness, Life Literacies and Key Skills</u></p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy</p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p>	
<p>NJ Student Learning Standards 2020</p> <p>Rationale: (Goal/NJ Student Learning Standards Description)</p> <p>To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language</p>	

Interpretive Mode: Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	
Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	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. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 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.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	Family, Food, Places, Stores, School, Colors, Textures, Shapes, Weather/Climate, Geography, History Different levels of language formality within and outside the family, similarities and differences of main elements of the three main meals; cultural customs, etiquette and practices (mealtime).
Interpersonal Mode: Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	
Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	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.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 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.
Interpersonal Mode: Intercultural Statements	Possible Topics

<p>Family, Food, Places, Stores, School, Colors, Textures, Shapes, Weather/Climate, Geography, History</p> <p>Learners recognize and identify a few typical practices of the target culture</p>	<p>Family, Food, Places, Stores, School, Colors, Textures, Shapes, Weather/Climate, Geography, History</p> <p>Different levels of language formality within and outside the family, similarities and differences of main elements of the three main meals; cultural customs, etiquette and practices (mealtime).</p>
<p>Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	
<p>Core Idea</p>	<p>Performance Expectation</p>
<p>Presentational communication involves presenting</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have</p>

information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</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>
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Presentational Mode: Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Family, Food, Places, Stores, School, Colors, Textures, Shapes, Weather/Climate, Geography, History</p> <p>Different levels of language formality within and outside the family, similarities and differences of main elements of the three main meals; cultural customs, etiquette and practices (mealtime).</p>

Instructional Tools/Materials/Resources/Integration of Technology:
 TPR, Dialogues, Skits, YouTube, Food/drink samples,

One Human Family
 Book: Everyone Cooks Rice
 Defining a cultural cuisine

Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. [Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student](#)

Grade 5 Instructional Units
Rooms in the House or Apartment
Pacing: 2 – 3 weeks

Transfer Goal: Students will be increasingly able to independently use their learning to...
Describe differences in Lifestyles and homes around the world.
Explain the difference of what is considered “family” across different cultures.
Where do you live? What items are in the place you live?
How is your home the same / different from homes in different countries? Why?
Who is a member of your household? How do you define family?

Essential Questions: Students will keep considering...
How do homes differ across cultures?
How does the meaning of “family” change across cultures?

Learning Understandings: Students will understand that... Types of housing can differ in different parts of the world.
Definition of family can differ across cultures.

Assessment Transfer Task
Create a floor plan of where you live and label the rooms and present your floor plan to the class.
Read a paragraph about a house and answer questions.
Write a simple paragraph describing your home / room.
Create a video describing a room in your house.

Primary Interdisciplinary Connections:
Social Studies, Visual and Performing Arts, English Language Arts, Math

Career Awareness, Life Literacies and Key Skills
9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.
9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
9.1.5.RMI.1: Identify risks that individuals and households face.
9.1.5.RMI.2: Justify reasons to have insurance.

NJ Student Learning Standards 2020
Rationale: (Goal/NJ Student Learning Standards Description)
To use the target language to engage in conversation, demonstrate understanding, and interpret spoken and written language

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Interpretive Mode of Communication Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<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: 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 mes</p>
Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	<p>Lifestyles and homes around the world, family, school supplies and routines, pets, weather. Learners recognize and identify a few typical practices of the target culture.</p> <p>Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.</p>
Interpersonal Mode of Communication	
Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.	
Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<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, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>

	7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own
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Intercultural Statements

Through the target language, learners recognize and identify the names of a Family, food, school supplies, pets, preferences, weather, authentic songs and dances. Learners few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics

Recognize and identify a few typical practices of the target culture. Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather

conditions in target language regions of the world and in the students' own regions

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea

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

Performance Expectations

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

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

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

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

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

Intercultural Statements

Through the target language, learners recognize and identify the names of a Family, food, school supplies, pets, preferences, weather, authentic songs and dances. Learners few typical products related to everyday life in the target culture and in the learners' own culture.

Possible Topics

Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students'

own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Instructional Tools/Materials/Resources/Integration of Technology:

Dialogues, posters, visuals, SmartBoard, YouTube (teacher "Catalina"), TV Programs

Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. [Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student](#)

Grades 5: Instructional Units	
Spanish-Speaking Countries	
Pacing: 2 – 3 weeks	
Transfer Goal: Students will be increasingly able to independently use their learning to... Appreciate that cultures have a unique way of relating to each other. To identify where are native Spanish speakers come from.	
Essential Questions: Students will keep considering... How does learning a different language/culture lead to greater understanding of one's own and other languages/cultures?	Enduring Understandings: Students will understand that... Cultures have a unique way of relating to each other. The way people think and act is related to the culture they were raised in.
Assessment Transfer Task Design a poster or Slide of a Spanish-speaking country. Present your Country project to the class. Read a passage about a Spanish-speaking country and answer questions.	
Primary Interdisciplinary Connections: Social Studies, Visual and Performing Arts, English Language Arts, Science, Career Readiness, Life Literacies, and Key Skills, Technology	
<u>Career Awareness, Life Literacies and Key Skills</u> 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	

NJ Student Learning Standards 2020	
Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	
Interpretive Mode of Communication	
Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	
Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpretive Mode: Intercultural Statements	
Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	
Intercultural	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions Family, school supplies and routines, pets, weather.
Interpersonal Mode of Communication	
Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information	
Core Idea	Performance Expectations

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

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target regions of the world and in the students' own regions. the target culture.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea

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

Performance Expectations

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

Presentational Mode: Intercultural Statements Possible Topics

<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture</p> <p>and other individuals in a society, school routines and expectations,</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances. Respect for different family members</p> <p>typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.</p>
<p>Instructional Tools/Materials/Resources/Integration of Technology: Maps, videos, visuals, crafts, books, songs</p>	
<p>Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. Modifications and Accommodations for IEP, 504, At Risk, G&T and L...</p>	

Grade 6th – 8th Implementation Rationale

Traditional thematic units, along with structured grammatical lessons, are being coupled as a method of teaching high proficiency and fluency in World Languages across grades 6- 8. In addition, TPRS (Total Proficiency through Storytelling), a method of teaching World Language fluency through exposure to comprehensible language, will be used in the class as a supplemental instructional method to help enhance overall language fluency as well. We have outlined a detailed implementation plan by grade level. Each grade level is designed to enable students to become proficient in specific language skills tied to a thematic unit, but with a strong grammatical foundation. A brief review period will need to be offered each entering grade level due to the staggered schedules, and time lapses, across the grades for World Language instruction in Middle School. The Elementary World Language program has also been aligned with the Middle School World Language program to ensure that necessary language skills for incoming 5th grade students are robust and will dovetail well into the revised program for grades 6-8. While the implementation plan is designed by grade level, we recognize the need to maintain flexibility. As such, strong proficiency is anticipated to occur by the end of the 8th grade, as a culmination of their studies in World Languages. We recommend covering the following themes and grammar points in the suggested years while leaving room for supplemental/enrichment activities, and always optimizing opportunities for individual lesson differentiation. Each of the thematic units has natural “cultural” parallels which will also be interwoven into the learning experiences throughout the middle school World Language program.

“Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying.” (<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf>) Based on the number of hours devoted to world language instruction in the High Point Region, students in grades 5 - 8 will meet the ACTFL guidelines that describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012) at the following levels:

Novice Mid: in which Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

6th – 8th Instructional Unit Overview

<p>6th Grade</p>	<p>Major Units:</p> <ul style="list-style-type: none"> ● ¿Adónde vas? Destinations, Pastimes, Activities, Geography ● ¿Cómo es tu escuela? Class Subjects, School Schedules, Classroom Objects, Teachers <p>Minor Units:</p> <ul style="list-style-type: none"> ● Clothing ● Weather ● Calendar ● Time ● Common commands ● Interrogatives 	<ol style="list-style-type: none"> 1. Vocabulary: Destinations / places, leisure verbs (infinitives), pastime activities, calendar, clothing, weather, school objects & people. 2. “Hay” vs. “es” & “son” 3. Subject Pronouns and Conjugation (first person). IR 4. Verb conjugation (to go) and IR + “a” + “infinitive verb” construction (near future) 5. GUSTAR Verb conjugation (to like) and GUSTAR + “infinitive verb” construction 6. Interrogatives (Q&A); punctuation 7. Possessive Adjectives (singular / plural) 8. Ordinal Numbers & Time Telling
<p>7th Grade</p>	<p>Major units:</p> <ul style="list-style-type: none"> ● Todo acerca de mí y de mi familia <p>Minor units:</p> <ul style="list-style-type: none"> ● Family ● Body Parts ● Emotions ● Personal Attributes ● Clothing ● Family structure ● Nationality (culture and customs) 	<ol style="list-style-type: none"> 1. Vocabulary: Personality attributes, physical characteristics (adjectives), body, family, feelings. 2. TENER verb conjugation (to have) 3. TENER Expressions 4. “Hay” vs. “Tener” 5. Full Regular Verb Conjugation – AR - ER - IR 6. Ser vs. Estar vs Tener describing people – physical attributes and personality Personal 7. Introductions
<p>8th Grade</p>	<p>Major Focus:</p> <ul style="list-style-type: none"> ● Recycling and Practical Application of 6th & 7th grade curriculum. ● ¿Dónde se habla español? Geography – World Map skills & Spanish speaking countries 	<ol style="list-style-type: none"> 1. Review Regular Verbs - Present Tense AR, ER, IR 2. Review of Key Irregular / Stem-Changing Verbs (ser, estar, tener, ir, gustar) – present tense 3. Vocabulary K-8: family, body, house, school calendar, destinations 4. Latin American Countries and Capitals 5. Geographic vocabulary & terminology 6. Cultural Holidays & Celebrations 7. Structures with “de” (possession)

<p>6th – 8th Grade Enrichment Units of Instruction</p>	<p>Spanish Literary Exposure</p> <ul style="list-style-type: none"> ● ¿Qué haces? (Professions) ● ¿Qué celebras y por que? (Holidays) ● Art and Culture 	<ol style="list-style-type: none"> 1. Comparatives (más que / menos que) 2. Introduce the “Personal A” 3. Basic Country / Regional Demographics 4. Influential Spanish-speaking People 5. “Proximity” Terms (close to, far from, next to, above, below, North, South, East, West) 6. Holidays and cultural celebrations.
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Grades 6-8 Instructional Units

¿Cómo eres y cómo es tu familia? (All about me and my family)

Pacing: 4 – 5 weeks

Transfer Goal: Students will be increasingly able to independently use their learning to...

In this unit, students will have the opportunity to learn how to describe themselves, their family and friends in Spanish. Students will be able to compare and contrast the appearance of a Spanish-speaking person with that of someone of their own culture.

Describe themselves and/or others physically and personality. Introduce, compare, and contrast themselves and others.

Describe States of being and possessions using the verbs tener and estar

Essential Questions: Students will keep considering...

- How does one express feelings, emotions, and states of being in the target language?
- How do you describe ideas and objects in Spanish? And how is that similar to describing people?
- How is the physical appearance of Latin people similar/different to that of Americans and others from another around the world?
- How is a Spanish-speaking family similar and different from that of a U.S. family?
- How are children named in Spanish-speaking countries? What do legal names look like?

Enduring Understandings: Students will understand that...

- Spanish speaker's think of being and feeling as different states, and use different verbs to state each.
- In Spanish tangible objects and abstract ideas have genders much like people do in English.
- Spanish speakers' can appear as diverse as the countries from which they originate, and often break common typical stereotypes.
- The family unit is very important in the Spanish-speaking culture. Extended families are common and elder members are highly respected.
- Spanish people tend to have very long names, and usually have 2 last names, and often use the names of Saints for their religious meaning.

Assessment Transfer Task

¿Cómo estás? How are you? ¿Cómo eres? What are you like? ¿Dónde vives? Where do you live? ¿De dónde eres? Where are you from?
¿Qué tienes? What do you have? ¿Cuántas personas hay en tu familia? How many people are in your family?
¿Cómo es tu familia? Describe your family Describe - ¿Quién vive contigo? Who lives with you?
¿Cuáles son tus costumbres familiares y culturales? What are your family and cultural customs?

Interpersonal mode:

Students work in pairs to ask and answer questions about:

How they are feeling, What they look like, What their relatives/friends look like

Students will pair and describe a monster for their partner to draw.

Students will engage in a role-play in which they will act out as a doctor/patient, asking and responding to questions (related to the body part/state of being) and commands.

Presentational:

Students will write/present an essay describing themselves, a relative or another person of their choice. Classmates will listen and identify key facts of the person that is being described.

Students will compare and contrast themselves with a family member, or another person of their choice (friends, famous person).

Students will present their monster to the class.

Students will work in groups to develop a skit (presentation) based on a situation card. Classmates will determine how the presenters are feeling.

Interpretive:

Students will write a description of themselves, others.

Students will write/read passages related to state of being and answer comprehension questions.

Write and illustrate a story describing a person's physical appearance and emotions: "Todo Acerca de Mi" or "Todo Acerca de mi Familia" poster "Yo soy yo" poem/song

Primary Interdisciplinary Connections:

Social Studies, Visual and Performing Arts, English Language Arts, Science, Career Readiness, Life Literacies, and Key Skills, Technology

Career Awareness, Life Literacies and Key Skills

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

NJ Student Learning Standards 2020

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

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 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 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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Interpretive Intercultural Statements	Possible Topics
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<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p> <p>Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Interpersonal Mode of Communication</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>
<p>Interpersonal Intercultural Statements</p>	<p>Possible Topics</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts</p>

<p>culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Presentational Mode of Communication Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>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. 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.</p>
<p>Presentational Intercultural Statements</p>	<p>Possible Topics</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

Instructional Tools/Materials/Resources/Integration of Technology:

Internet images and publications, individual whiteboards, authentic Spanish passages, situation cards, music, props.

TPR, Dialogues, Skits, YouTube's videos, Animated movies (Latin American related)

Digital apps/tools (Flipgrid, Edpuzzle, Pear Deck, Duolingo, Quizlet, Blooket, Kahoot, Quizizz, Book Widget, etc.) Google Tools (Google Maps, Google Expedition, Google Earth)

One Human Family Resources:

La canción de la familia

La Familia Grande - Barbara MacArthur - Spanish family

vocabulary Como es tu familia?

Cultural Facts - Google Slides

Climate Change Resources:

Products and practices related to recycling and environmental awareness in Spanish-speaking communities.

Vocabulary (colors, shapes, symbols, recycled products) related to promoting “green” environments.

Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. [Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student](#)

Grades 6-8 Instructional Units

¿Adónde vas? (Where do you go?)

Pacing: 3 – 4 weeks

Transfer Goal: Students will be increasingly able to independently use their learning to...

In this Unit, students will have the opportunity to describe where they go in their daily lives (routines) and with their families. Students will learn to compare and contrast their typical school schedules, weekend activities and family holidays, and those of people in Spanish-speaking countries. State where they go during the week, on weekends, on vacation

Express preferences for places and vacation destinations to travel

Compare and contrast leisure activities they like to engage in by themselves or with others.

Essential Questions: Students will keep
How are Spanish-speaking destinations different from other?

Pastime activities and weekend destinations are very similar weekends?are cultural differences. Where do they like to

Cultural perspectives greatly influence the daily attire of comparison tocountries. Spanish people tend to be more

considering...**Enduring Understandings:** Students will understand that...
eachDestinations in Spanish countries vary greatly in both culture and geography, not dissimilar to the USA.

between Latin and American people although there How do Spanish-speaking people spend their go/to do?

people in both the U.S. and in Spanish-speaking How do Spanish-speaking people dress in formal, while the U.S. has a more relaxed tendency. people in the United States? Why?

Assessment Transfer Task

¿Adónde vas de vacaciones, los domingos, después de la escuela, en el verano, durante la semana, etc.?

¿Adónde vas? Where do you go?

¿Qué te gusta hacer? What do you like to do?

¿Qué (ropa) llevas? What do you wear?(clothing)

¿Qué tiempo hace? What is the weather?

¿Cuál es tu lugar favorito? What's your favorite place?

¿Qué te gusta hacer? What do you like to do?

Interpretive:

Students will read brief passages describing clothing/outfits to be worn on an outing. Students are to decide which destination would be appropriate given the description of the clothing.

Students will compare and contrast school uniforms for a student in the U.S. and in a Spanish-speaking country. Students will be given a picture of a student, and read a brief description of the dress code of a school in the U.S. and in a Spanish-speaking country. Students will complete a Venn Diagram contrasting the two.

Students watch an authentic video or read an authentic passage and answer questions about the plans, likes and dislikes.

Students will be shown a schedule, they will interpret what activities they like to do based on that schedule.

Interpersonal mode:

Students will interview one another about their vacation preferences.

Students will “text” or “call” and debate weekend plans.

Students are paired and must ask questions of their peers to determine who has similar interests/likes/dislikes as they do.

Students will create a “circle” starting one activity they enjoy, and asking what activity someone else enjoys.

Presentational:

Students will create a vacation brochure.

Students will write/presentation about their best weekend/vacation/day:

Students will research a destination for either a weekend or a summer break, and describe where they go, the activities they’ll do, and what they will wear based on the weather.

Create a song/skit describing their favorite activities, including a description of the activity, where it takes place, when they engage in it and with whom they share it.

Primary Interdisciplinary Connections:

Social Studies, Visual and Performing Arts, English Language Arts, Science, Career Readiness, Life Literacies, and Key Skills, Technology

Career Awareness, Life Literacies and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money

9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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Core Idea**Performance Expectations**

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 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 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).</p>
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Interpretive Intercultural Statements	Possible Topics
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<p>Intercultural Statements</p>	<p>Possible Topics</p>

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<p>Instructional Tools/Materials/Resources/Integration of Technology: Internet images and publications, individual whiteboards, authentic Spanish passages, situation cards, music, props. TPR, Dialogues, Skit, YouTube's videos, Animated movies (Latin American related), Digital apps/tools (Flipgrid, Edpuzzle, Pear Deck, Duolingo, Quizlet, Blooket, Kahoot, Quizizz, Book Widget, etc.), Google Tools (Google Maps, Google Expedition, Google Earth)</p>	
<p>One Human Family ¿Adónde vas? <u>La canción de los lugares</u> Demonstrations of authentic dialogue showing diversity of accents, physical appearances (videos, guests) Cultural Facts - Google Slides</p>	
<p>Climate Change Resources: Products and practices related to recycling and environmental awareness in Spanish-speaking communities. Vocabulary (colors, shapes, symbols, recycled products) related to promoting “green” environments.</p>	
<p>Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. ☰ Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student</p>	

Grades 6-8 Instructional Units	
¿Cómo es tu escuela? (Tell me about your school)	
Pacing: 3 – 4 weeks	
<p>Transfer Goal: Students will be increasingly able to independently use their learning to...</p> <p>State the time and when events occur. In this Unit, students will have the opportunity to describe their school, their classes and their teachers, as well as be able to state likes/dislikes. Students will be able to compare and contrast an American school and schedule with that of a Spanish-speaking country.</p> <p>Describe likes / dislikes in school.</p> <p>Describe their daily schedule.</p> <p>Describe their teachers and classes</p> <p>Name and describe common school objects, places and people.</p>	
<p>Essential Questions: Students will keep considering...</p> <p>Do Spanish-speaking students learn the same information as I do? What's different, and what's the same? Why?</p> <p>How does their school day differ from mine? Schedule? Courses? Meals?</p> <p>How is a course in a "2nd language" treated in an elementary, middle or high school schedule in other countries? How is English (as a 2nd language) treated in a typical schedule in other parts of the world?</p> <p>What supplies are needed to be successful in school? Are they different between countries?</p>	<p>Enduring Understandings: Students will understand that...</p> <p>Spanish-speaking students learn some of the same information as students in the U.S. although often classes are more specialized and have a more global focus. Additional courses not common in the U.S. are often part of a typical schedule in other countries.</p> <p>Schedules in Spanish speaking countries do vary from American ones; typically, they have longer school days and often school calendars are different as well.</p> <p>Socio-economic and cultural influences affect the quantity and quality of school supplies in other countries.</p> <p>Cultural perspectives vary tremendously between the U.S. and other parts of the world with regard to the learning of 2 or more languages. Typically, English is regarded as a core subject, and a 2nd (or really 3rd) language is customarily learned by secondary school.</p>

Assessment Transfer Task

¿Cómo es tu escuela? What is your school like?

¿Cómo es tu profesor-maestro? What is your teacher like?

¿Qué clases tienes? What classes do you have?

¿Qué haces en la escuela? What do you do in school?

¿Qué clase/asignatura te gusta más? What subject do you like the most?

¿Cuál es tu horario? What's your schedule? What classes do you take? What's the time?

¿Qué hay? What is there? ¿Cuántos hay? ¿Qué es? How many are there? What is ...?

Interpretive:

Students will research what a typical school day is like for a student in a Spanish-speaking country (through internet resources: websites or e-pals), create a schedule of their classes and the classes of a student in a Spanish-speaking country.

Students will be asked to create a “school supply list” for new incoming students. They will need to describe each item and state the quantity needed.

Students will be able to describe their school, their teachers and their classes.

Interpersonal mode:

Students will interview a partner to find out which classes he/she likes the best and the least, and why or why not.

Students will be given a “card” with a set of images of common school objects and people. One person will start by asking who has the first object; person who has that specific card must respond, and then ask who has the next object on the card. Activity continues in chain format until all objects have been “found”.

Presentational:

Students present their schedules to the class and talk about which classes they prefer, like, dislike.

Students will be divided into groups in which they will need to construct Spanish sentences using target vocabulary, based on an oral prompt in English. Students will have “word strips” from which to pull the requisite vocabulary. They compete against one another to see who can form the sentence most quickly, using only the correct words in the correct order.

Primary Interdisciplinary Connections:

Social Studies, Visual and Performing Arts, English Language Arts, Science, Career Readiness, Life Literacies, and Key Skills, Technology

Career Awareness, Life Literacies and Key Skills

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

NJ Student Learning Standards 2020

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

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized,
in the target language.	unfamiliar spoken or written words, 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpretive Intercultural Statements	Possible Topics

<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p> <p>Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Interpersonal Mode of Communication</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p>
	<p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>
<p>Intercultural Statements</p>	<p>Possible Topics</p>

<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p> <p>Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Presentational Mode of Communication Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>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.</p>
<p>Intercultural Statements</p>	<p>Possible Topics</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>

begin to infer perspectives (attitudes, values, beliefs, the way migration, changes a native speaker living in the target culture interprets change on the meaning) of the target culture society.

Community life compared to life and citizenry in the U.S., reasons for and patterns of animal to human life because of technology, impact of geography on individuals, the outcomes of climate target people, reflection of a society in its fine and practical arts.

Learners recognize and identify a few typical practices of the target culture.

Instructional Tools/Materials/Resources/Integration of Technology:

Online videos/ movie clips of Spanish-speaking students; authentic copies of Spanish school schedules; props/manipulatives; other web-based apps; other authentic cultural products.

One Human Family

Demonstrations of authentic dialogue showing diversity of accents, physical appearances (videos, guests)

Cultural Facts - Google Slides **Climate Change Resources:**

Implementation of Climate Change Regional Curriculum Document: [Climate Change](#)

Products and practices related to recycling and environmental awareness in Spanish-speaking communities.

Vocabulary (colors, shapes, symbols, recycled products) related to promoting “green” environments.

Modifications, and Accommodations for students with IEP’s 504’s, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP’s 504’s, At Risk, G&T or LEP students. Student’s individualized plan is the first resource for modification and accommodations. [Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student](#)