



MS SPANISH CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: September 2017

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Acknowledgements

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Dr. Toni Lehman- Principal

Middle School Math Curriculum Committee

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Middle Township Middle School

Spanish

Introduction to Spanish

This is a 3 year, exploratory Spanish program for middle school grades 6, 7 & 8. Each year will include a 36 day semester and will focus on the 3 modes of communication: interpretive, interpersonal and presentational. The proficiency level of the students is expected to be novice-mid on the ACTFL scale. Implementation of this program will provide an introduction to the Spanish language and better prepare students for the high school sequence. Students will learn various thematic units, use basic vocabulary and phrases and interact in limited social situations. In addition, students will develop an awareness of the distinct cultures, traditions and celebrations of the Spanish-speaking world. Students interested in continuing their study of Spanish upon completion of this program will enroll in Spanish 1.

Course Description

6th Grade - This class will be the first in the middle school sequence of Spanish courses. The class will last 45 days and will focus on the three modes of communication: interpretive, interpersonal, and presentational. The proficiency level of the students at this level is expected to be novice-mid on the ACTFL scale. By implementing this course, we will be better preparing students for the high school sequence of world languages courses, as well as allowing them more opportunities to gain language proficiency.

7th Grade - This class will be the second course in the middle school sequence of Spanish courses. The class will last 45 days and will focus on the three modes of communication: interpretive, interpersonal, and presentational. The proficiency level of the students at this level is expected to be novice-mid on the ACTFL scale. By implementing this course, we will be better preparing students for the high school sequence of world languages courses, as well as allowing them more opportunities to gain language proficiency.

8th Grade - Introduction to Spanish is a basic Spanish course. It is available to all students seeking to fulfill their graduation requirement and obtain a gentle introduction to the Spanish-speaking world. In this course, students will learn to use basic phrases, describe people, places and things, and interact in limited social situations. In addition, students will also develop an awareness of the cultures within the twenty Spanish-speaking countries of the world. Students interested in continuing their study of Spanish upon successful completion of Introduction to Spanish will enroll in Spanish I.

Grade 6

Unit Plan: Greetings and Small Talk

Content Area:	Spanish	Grade(s) 6
Unit Plan Title:	Greetings and Small Talk	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must begin to feel comfortable expressing themselves and responding to others in everyday situations. They need to know some basic vocabulary and be able to apply it in conversation. This unit will deal with some of the most common topics of everyday conversations: meeting others, introducing oneself, exchanging pleasantries, stating the day and date and inquiring about the time and weather.</i>		
Standard(s) (Established Goals) and Strand(s)		
<i>7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i>		
<i>7.1.NH.A.3 Interpretive – Recognize some common gestures and practices of the target culture</i>		
<i>7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i>		
<i>7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.</i>		

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will be able to ask/answer questions about the time and the weather and express the day and date.

It is desired that students feel comfortable with routine, repetitive phrases that are easily recognized without significant delay or thought.

It is predicted that students will confuse questions and responses without significant repetition, time and practice. Continued review and re-visiting of these themes in subsequent lessons should strengthen and improve understanding and ability.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do Spanish speakers make initial conversation?

How do we express the time in Spanish?

How do we count and use numbers in Spanish?

How do we express the weather in Spanish?

How do we express the day and date in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X	Global Awareness
	Environmental Literacy
	Health Literacy
	Civic Literacy

	Critical Thinking & Problem Solving
E	Creativity and Innovation
A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication

--

Financial, Economic, Business and Entrepreneurial Literacy

A

Communication and Media Fluency

Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals

		CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know how to introduce themselves, recognize basic introductory phrases, weather related phrases, the date and the day of the week, numbers up to 30 and how to tell time.</i>	<i>Students will be able to comprehend written and spoken dialogue related to meeting and greeting someone, exchanging pleasantries, the weather, inquiring about the time, day and date and parting phrases. They will be able to apply their learned knowledge by conversing in role play scenarios.</i>	
Assessment Evidence:		
Performance Tasks: <i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises.</i>	Other Assessment Measures: <i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation</i>	

practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Standard Deviant/ "Greeting & Small Talk" & associated worksheet.

Teacher's Discovery videos: "Greetings" & "Calendar" w/ associated quizzes.

Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year.

Various You-tube videos/songs: Numbers/calendar/greetings.

<https://www.youtube.com/watch?v=j91m55N7e9I>

<https://www.youtube.com/watch?v=AkmBxfmIQ4w>

https://www.youtube.com/watch?v=XMK_zZFZqgo&list=PL6Hvozbgbsbx7wW2JHehernnEmJklnvVlc&index=10

<https://www.youtube.com/watch?v=7p5zFrjxAzc>

Power Point presentations: Telling time.

Oral/Dry Erase board response:

What time is it?

What is the weather today?

How many _____ are there?

Daily response: What day is today? What is the date?

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

Card game: “99”.

Bingo: Time/weather expressions/days of week/months of year.

Role-play scenarios: students meet, greet ask/respond to time & weather questions.

Daily opening/closing translation activity.

D- For Native Spanish speakers

	<p>a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)</p> <p>b. Cultural readings/questions in Spanish</p>
Resources	
<p>Video presentations.</p> <p>Smart board presentations.</p> <p>Worksheets.</p> <p>Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).</p> <p>Puzzles and games.</p>	
Suggested Time Frame:	12 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Describing the Classroom

Content Area:	Spanish	Grade(s) 6
Unit Plan Title:	Describing the Classroom	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<p><i>Beginning Spanish speakers must learn the alphabet, objects in the classroom and begin to learn how to describe people and things with colors and other descriptive adjectives. This unit will also introduce some basic grammatical concepts such as masculine/feminine nouns and adjective agreement.</i></p>		
Standard(s) (Established Goals) and Strand(s)		
<p>7.1.NH.A.1 Interpretive - <i>Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NH.A.3 Interpretive – <i>Recognize some common gestures and practices of the target culture</i></p> <p>7.1.NH.A5 Interpretive/interpersonal <i>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i></p> <p>7.1.NH.B4 Interpersonal <i>Ask and respond to questions, make requests and express preferences in various social situations.</i></p>		
Technology Standard(s)		

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of results.

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recite the alphabet, spell their name, identify and describe classroom objects by their size & color and begin to use other descriptive adjectives to describe people and things.

It is desired that students begin to pronounce letters and words correctly, and comfortably respond to questions and commands in the classroom without significant delay or thought.

It is predicted that students will have difficulty with pronunciation and some initial grammatical lessons. Repetitive discussions, activities and subtle corrections should assist in improving these areas.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the letters of the Spanish alphabet and how are they pronounced?

What are the objects in the classroom and how can we describe them?

What are Spanish adjectives and how do we use them?

What do we state the colors in Spanish?

How do nouns reflect gender in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> A	Collaboration, Teamwork and Leadership

	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management

		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know the Spanish alphabet, what items are in the classroom, colors and various other adjectives. They will understand the use of gender of Spanish nouns and rules governing the use of adjectives.</i>	<i>Students will be able to recite the Spanish alphabet and begin to develop their pronunciation. They will be able to recognize and describe items in the classroom and begin to apply basic Spanish grammar rules in describing people and things.</i>	
Assessment Evidence:		
Performance Tasks: <i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises. They will demonstrate knowledge of the classroom by properly following teacher commands. They will be able to draw and label the classroom while using descriptive adjectives.</i>	Other Assessment Measures: <i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i>	

<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p>Video presentations :</p> <p>Standard Deviant/ “Descriptive Adjectives” & associated worksheet.</p> <p>Rock & Learn Video segments: The Alphabet</p> <p>Various You-tube videos/songs: adjectives/classroom objects.</p> <p>https://www.youtube.com/watch?v=QK84rTzSVKw</p> <p>https://www.youtube.com/watch?v=B2Gm6MTRqTc</p> <p>https://www.youtube.com/watch?v=zpLQSdu4V94</p> <p>https://www.youtube.com/watch?v=JUcu9PUh9_A</p> <p>Power Point presentations: Descriptive adjectives.</p> <p>Internet practice sites.</p>

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

What’s missing? power point activity

Bingo: adjectives/classroom objects

Daily opening/closing translation activity.

Concentration game: adjectives/classroom objects

Flyswatter game

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Suggested Time Frame:

9 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Describing People and Things

Content Area:	Spanish	Grade(s) 6
Unit Plan Title:	Describing People and Things	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to describe people and things. They must know the parts of the body and use descriptive adjectives to express details, distinctions, similarities and differences.</i>		
Standard(s) (Established Goals) and Strand(s)		

7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.3 Interpretive – Recognize some common gestures and practices of the target culture

7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.

Technology Standard(s)

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of results.

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to describe a person's hair and eye color. They will be able to describe them according to physical distinctions and personality characteristics.

It is desired that students be able to understand Spanish gender and number rules and how they affect the use of adjectives.

It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as adjective placement and agreement.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the parts of the body and how do we describe them with colors and other adjectives?

What is "adjective agreement" and what are its implications and applications in Spanish grammatical structures.

How do we use the verb "tener" to express what someone "has"?

How do we use the verb "ser" to describe people and things?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

<input type="checkbox"/>	CRP1. Act as a responsible and contributing citizen and employee
<input type="checkbox"/>	CRP2. Apply appropriate academic and technical skills
<input type="checkbox"/>	CRP3. Attend to personal health and financial well-being

T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to describe people and things. They will know how to describe people physically and by their personality and characteristics. They will understand how to use adjectives grammatically.

Students will be able to describe people according to their hair/eye color and other physical characteristics. They will be able to describe their personal characteristics using adjectives.

Assessment Evidence:

Performance Tasks:

Students will demonstrate knowledge through TPR response and oral Q & A. They will draw characters according to given physical characteristics. They will complete and review worksheets that will demonstrate their understanding. They will participate in computer activities, both individually and in teams that will reinforce and clarify vocabulary and grammatical concepts.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :
Teacher Discovery video: "Body Parts"

Rock & Learn Video segments: “Who Am I?” & “The Body”

Total Physical Response/Simon says, “ Touch your (body part)”

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

Draw “Monsters” according to given number of body parts. Present to class.

Bingo: Descriptive adjectives/body parts

Daily opening/closing translation activity.

Concentration game: parts of the body/descriptive adjectives

Worksheet activities: Compare the animals/describe the basketball players by physical characteristics

Flyswatter game

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources	
<p>Video presentations.</p> <p>Smart board presentations.</p> <p>Worksheets.</p> <p>Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).</p> <p>Puzzles and games.</p> <p>Drawing/labeling activity</p>	
Suggested Time Frame:	10 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Mexican Holidays and Celebrations

Content Area:	Spanish	Grade(s) 6
Unit Plan Title:	Mexican Holidays and Celebrations	
Target Proficiency Level		

Novice

Overview/Rationale

Beginning Spanish speakers must know about Mexican Holidays, their significance and how they are celebrated. They also need to know typical Mexican foods served and how to order them during these celebrations as well as in restaurants.

Standard(s) (Established Goals) and Strand(s)

7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.3 Interpretive – Recognize some common gestures and practices of the target culture

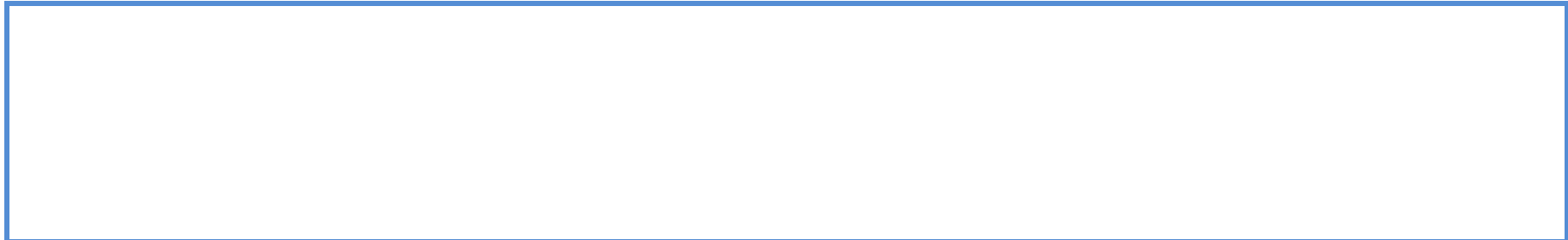
7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.

Technology Standard(s)

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of results.



Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

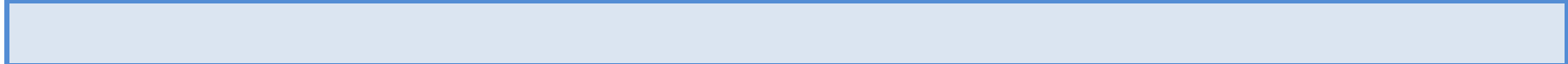
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand what “Day of the Dead” is , its significance and how it is celebrated.

Students will understand what “Cinco de mayo” is and how it is celebrated in Mexico and the U.S.

Students will know about some typical Mexican foods served during these special occasions.

It is predicted that students will have difficulty understanding and appreciating another country’s culture and customs so different from our own.



Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the “Day of the Dead” and how is it celebrated in Mexico?

How is “Cinco de mayo” celebrated in Mexico and in the U.S.?

What is the origin of “Cinco de mayo”?

What are some similarities/differences between Day of the Dead and Halloween?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X	Global Awareness
	Environmental Literacy
	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

	Critical Thinking & Problem Solving
E	Creativity and Innovation
A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know about the significance of the Mexican holidays, “Cinco de mayo” and “Day of the Dead”. They will become familiar with many food terms in Spanish, including many typical Mexican dishes.

Students will be able to explain the origins and significance of these 2 Mexican holidays. They will be able to appreciate another culture and their beliefs and talk about the importance of their holidays and customs.

Assessment Evidence:

Performance Tasks:

Students will compare and contrast Mexican holidays with one another as well as with American holidays.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Teacher Discovery videos: “Day of the Dead”

Teacher Discovery Video:” Cinco de mayo”

You-Tube video, “ Day of the Dead”

<https://www.youtube.com/watch?v=iCQnUuq-TEE>

<https://www.youtube.com/watch?v=7FEq6V2XDg4>

<https://www.youtube.com/watch?v=V50Ba0U2AoE>

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

Create, color present your own “Day of the Dead” altar.

Bingo: Day of the Dead

Daily opening/closing translation activity.

What would you put on someone's altar to celebrate "Day of the Dead"?

D- For Native Spanish speakers

- a. Stories from "Lecturas para Hispanohablantes (Readings for Native Spanish speakers)
- b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Drawing/labeling activity

Suggested Time Frame:

5 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Grade 7

Unit Plan: Greetings and Small Talk

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Greetings and Small Talk	
Target Proficiency Level		
Novice		

Overview/Rationale

Beginning Spanish speakers must begin to feel comfortable expressing themselves and responding to others in everyday situations. They need to know some basic vocabulary and be able to apply it in conversation. This unit will deal with some of the most common topics of everyday conversations: meeting others, introducing oneself, exchanging pleasantries, stating the day and date and inquiring about the time and weather.

Standard(s) (Established Goals) and Strand(s)

7.1.NH.A.1 Interpretive - *Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.*

7.1.NH.A.3 Interpretive – *Recognize some common gestures and practices of the target culture*

7.1.NH.A5 Interpretive/interpersonal *Demonstrate comprehension of short conversations and brief written messages on familiar topics.*

7.1.NH.B4 Interpersonal *Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will be able to ask/answer questions about the time and the weather and express the day and date.

It is desired that students feel comfortable with routine, repetitive phrases that are easily recognized without significant delay or thought.

It is predicted that students will confuse questions and responses without significant repetition, time and practice. Continued review and re-visiting of these themes in subsequent lessons should strengthen and improve understanding and ability.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do Spanish speakers make initial conversation?

How do we express the time in Spanish?

How do we count and use numbers in Spanish?

How do we express the weather in Spanish?

How do we express the day and date in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X	Global Awareness
	Environmental Literacy
	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

	Critical Thinking & Problem Solving
E	Creativity and Innovation
A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to introduce themselves, recognize basic introductory phrases, weather related phrases, the date and the day of the week, numbers up to 30 and how to tell time.

Students will be able to comprehend written and spoken dialogue related to meeting and greeting someone, exchanging pleasantries, the weather, inquiring about the time, day and date and parting phrases. They will be able to apply their

	<i>learned knowledge by conversing in role play scenarios.</i>
Assessment Evidence:	
<p>Performance Tasks:</p> <p><i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Standard Deviant/ "Greeting & Small Talk" & associated worksheet.

Teacher's Discovery videos: "Greetings" & "Calendar" w/ associated quizzes.

Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year.

Various You-tube videos/songs: Number/calendar/greetings.

<https://www.youtube.com/watch?v=j91m55N7e9I>

<https://www.youtube.com/watch?v=AkmBxfmIQ4w>

https://www.youtube.com/watch?v=XMK_zZFZqgo&list=PL6Hvozbgbsbx7wW2JHehernnEmJklnvVlc&index=10

<https://www.youtube.com/watch?v=7p5zFrjxAzc>

Spanish is Fun workbook pages:

Exploring Spanish: Greetings and Expressions of Courtesy

Middle School Spanish worksheets: time /greetings

Oral/Dry Erase board response:

What time is it?

What is the weather today?

How many _____ are there?

Daily response: What day is today? What is the date?

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

Numbers practice game “Arriba”

Bingo: Time/weather expressions/days of week/months of year.

Role-play scenarios: students meet, greet ask/respond to time & weather questions.

Daily opening/closing translation activity.

Concentration game: weather/numbers/time/greetings

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Suggested Time Frame:

6 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Describing the Classroom

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Describing the Classroom	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		

Beginning Spanish speakers must learn the alphabet, objects in the classroom and begin to learn how to describe people and things with colors and other descriptive adjectives. This unit will also introduce some basic grammatical concepts such as masculine/feminine nouns and adjective agreement.

Standard(s) (Established Goals) and Strand(s)

7.1.NH.A.1 Interpretive - *Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.*

7.1.NH.A.3 Interpretive – *Recognize some common gestures and practices of the target culture*

7.1.NH.A5 Interpretive/interpersonal *Demonstrate comprehension of short conversations and brief written messages on familiar topics.*

7.1.NH.B4 Interpersonal *Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recite the alphabet, spell their name, identify and describe classroom objects by their size & color and begin to use other descriptive adjectives to describe people and things.

It is desired that students begin to pronounce letters and words correctly, and comfortably respond to questions and commands in the classroom without significant delay or thought.

It is predicted that students will have difficulty with pronunciation and some initial grammatical lessons. Repetitive discussions, activities and subtle corrections should assist in improving these areas.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the letters of the Spanish alphabet and how are they pronounced?

What are the objects in the classroom and how can we describe them?

What are Spanish adjectives and how do we use them?

What do we state the colors in Spanish?

How do nouns reflect gender in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

	X	Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		A	Collaboration, Teamwork and Leadership
		Civic Literacy		T	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		A	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

		CRP1. Act as a responsible and contributing citizen and employee
	A	CRP2. Apply appropriate academic and technical skills

	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know the Spanish alphabet, what items are in the classroom, colors and various other adjectives. They will understand the use of gender of Spanish nouns and rules governing the use of adjectives.

Students will be able to recite the Spanish alphabet and begin to develop their pronunciation. They will be able to recognize and describe items in the classroom and begin to apply basic Spanish grammar rules in describing people and things.

Assessment Evidence:	
<p>Performance Tasks:</p> <p><i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises. They will demonstrate knowledge of the classroom by properly following teacher commands. They will be able to draw and label the classroom while using descriptive adjectives.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	Video presentations :

Standard Deviant/ “Descriptive Adjectives” & associated worksheet.

Rock & Learn Video segments: The Alphabet

Various You-tube videos/songs: adjectives/classroom objects.

<https://www.youtube.com/watch?v=QK84rTzSVKw>

<https://www.youtube.com/watch?v=B2Gm6MTRqTc>

<https://www.youtube.com/watch?v=zpLQSdu4V94>

https://www.youtube.com/watch?v=JUcu9PUh9_A

Power Point presentations: Descriptive adjectives.

Packet:

Spanish is Fun: Descriptive Adjectives

Spanish is Fun: The Classroom

Exploring Spanish: Classroom Objects and commands

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

What's missing? power point activity

Bingo: adjectives/classroom objects

Daily opening/closing translation activity.

Concentration game: adjectives/classroom objects

Flyswatter game

D- For Native Spanish speakers

a. Stories from "Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.	
Suggested Time Frame:	5 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Family and Personal Descriptions

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Family and Personal Descriptions.	
Target Proficiency Level		
Novice		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to talk about their family relationships and others. They must be able to describe them physically and personally using adjectives.</i>		
Standard(s) (Established Goals) and Strand(s)		

7.1.NH.A.1 Interpretive - *Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.*

7.1.NH.A.3 Interpretive – *Recognize some common gestures and practices of the target culture*

7.1.NH.A5 Interpretive/interpersonal *Demonstrate comprehension of short conversations and brief written messages on familiar topics.*

7.1.NH.B4 Interpersonal *Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to state their how each member of their family is related to one another. They will be able to describe them according to physical and personal attributes.

It is desired that students be able to express each family member and their relationship to one another.

Students will be able to know the word for their pets and how to describe them.

It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as expressing possession and using descriptive adjectives.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do we state family members and express their relationships with each other?

How do we express possession in Spanish?

What is “adjective agreement” and how are adjectives used differently in Spanish?

How do we use the “to be” verb “ser” to describe people and things?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Themes

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

<input type="checkbox"/>	CRP1. Act as a responsible and contributing citizen and employee
<input checked="" type="checkbox"/>	CRP2. Apply appropriate academic and technical skills
<input type="checkbox"/>	CRP3. Attend to personal health and financial well-being

T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to describe their family relationships. They will know how to describe people, animals and things according to their physical and personal characteristics. They will understand how to express possession in Spanish.

Students will be able to talk about their families, including their pets, and present their "Family Tree" They will be able to describe people and animals according to their hair/eye color and other physical characteristics. They will be able to describe their individual characteristics .

Assessment Evidence:

Performance Tasks:

Students will demonstrate knowledge through TPR response and oral Q & A. They will draw characters according to given physical characteristics. They will state the familiar relationships of a family. They will create their own “Family Tree” and describe each individual physically and by their interests.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Teacher Discovery videos: “The Family” & “Body Parts”

Rock & Learn Video segments: “My Family” & “The Body”

Total Physical Response/Simon says, “ Touch your (body part)”

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Exploring Spanish:

Family

Body and Health

Animals

Activities:

Draw “Monsters” according to given number of body parts. Present to class.

Bingo: Action verbs/body parts

Daily opening/closing translation activity.

Concentration game: parts of the body/action verbs

Flyswatter game

Describe the Family & Q & A: Who is _____grandfather? Etc.

Draw animals/label physical characteristics

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispano-hablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.	
Drawing/labeling activity	
Suggested Time Frame:	12 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Mexican Holidays and Celebrations

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Mexican Holidays and Celebrations	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must know about Mexican Holidays, their significance and how they are celebrated. They also need to know typical Mexican foods served and how to order them during these celebrations as well as in restaurants.</i>		

Standard(s) (Established Goals) and Strand(s)

7.1.NH.A.1 Interpretive - *Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.*

7.1.NH.A.3 Interpretive – *Recognize some common gestures and practices of the target culture*

7.1.NH.A5 Interpretive/interpersonal *Demonstrate comprehension of short conversations and brief written messages on familiar topics.*

7.1.NH.B4 Interpersonal *Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand what a “Quinceñera” is , its significance and how it is celebrated.

Students will understand how Christmas is celebrated in Mexico/the similarities and differences.

Students will know about some typical Mexican foods served during these special occasions

Students will know how to politely order restaurants and comment about the food.

It is predicted that students will have difficulty understanding and appreciating another country’s culture and customs so different from our own.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the Mexican holidays, “Day of the Dead” and “Cinco de mayo” and how are they celebrated?

What is the “Quinceñera” and how is it celebrated in Mexico?

How is Christmas celebrated in Mexico and in the U.S.?

What are some typical Mexican dishes and how does one order in a restaurant?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Themes

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

<input type="checkbox"/>	CRP1. Act as a responsible and contributing citizen and employee
<input checked="" type="checkbox"/>	CRP2. Apply appropriate academic and technical skills
<input type="checkbox"/>	CRP3. Attend to personal health and financial well-being

T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know about the significance of the Mexican holidays, “Cinco de mayo” and “Day of the Dead”. They will become familiar with many food terms in Spanish, including many typical Mexican dishes. They will know how Christmas is celebrated in Mexico. They will know what a “Quinceñera is and its importance in Mexican culture.

Students will be able to politely ask for food in a restaurant and talk about it. They will be able to appreciate another culture and their beliefs and talk about the importance of their holidays and customs.

Assessment Evidence:

Performance Tasks:

Students will compare and contrast Mexican holidays with one another as well

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires,

as with American holidays.

written classwork, class participation and daily translation practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Teacher Discovery videos: “La Quinceñera”

Teacher Discovery Video:” Las Posadas”

Teacher Discovery video: “Christmas in Mexico”

Teacher Discovery “Moo” videos on food items and ordering in restaurants.

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Exploring Spanish packet:

Food

Activities:

Role play: ordering food in restaurant.

Bingo: La Navidad

Daily opening/closing translation activity.

Make restaurant menus

You-tube videos:

<https://www.youtube.com/watch?v=-hVJZeDAsbA>

<https://www.youtube.com/watch?v=FJcBjipyXvU>

<https://www.youtube.com/watch?v=JzSkGL4phtml>

<https://www.youtube.com/watch?v=XKN-PWPDc0s>

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Drawing/labeling activity

Suggested Time Frame:	8 class periods of 44 minutes.
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Clothing and the Home

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Clothing and the Home	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to describe their home. They must be able to state and describe what they are wearing.</i>		
Standard(s) (Established Goals) and Strand(s)		
<p>7.1.NH.A.1 Interpretive - <i>Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NH.A.3 Interpretive – <i>Recognize some common gestures and practices of the target culture</i></p> <p>7.1.NH.A5 Interpretive/interpersonal <i>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i></p> <p>7.1.NH.B4 Interpersonal <i>Ask and respond to questions, make requests and express preferences in various social situations.</i></p>		

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to state the rooms of their home. They will be able to state and describe what they are wearing.

It is desired that students be able to state where various items are in the home. It is desired that students be able to talk about their clothing in detail

It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as expressing possession and expressing their likes and dislikes.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the rooms of the house and where are they located?

What is clothing vocabulary and how can we describe it?

What are some items in the home and in what room would we find them?

How do we express our likes/dislikes?

How do we use the verb "gustar" to express what someone likes/doesn't like?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X

Global Awareness

Critical Thinking & Problem Solving

	Environmental Literacy
	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

E	Creativity and Innovation
A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies

	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to describe their family relationships. They will know how to describe people physically and express what others like and dislike. They will understand how to express possession in Spanish.

Students will be able to talk about their families and present their "Family Tree" They will be able to describe people according to their hair/eye color and other physical characteristics. They will be able to describe the activities that they and others enjoy doing as well as what they do not like.

Assessment Evidence:

Performance Tasks:

Students will demonstrate knowledge through TPR response and oral Q & A. They will draw characters according to given physical characteristics. They will state the familiar relationships of a family. They will create their own "Family Tree" and describe each individual physically and by their interests.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<p>Video presentations :</p> <p>Teacher Discovery videos: “My House” & “clothing Nouns”</p> <p>Internet practice sites.</p> <p>“Quizlet Live” game.</p> <p>Flashcard practice (Quizlet).</p> <p>Scatter (Quizlet).</p> <p>Kahoot.</p> <p>You-tube video:</p>
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La casa <https://www.youtube.com/watch?v=2MEYQxy-2Q0>

La ropa <https://www.youtube.com/watch?v=O-0mUY-IJ94>

Exploring Spanish packet

The House.

Clothing.

Activities:

Draw "Home" : label rooms and items. Present to class.

Bingo: House and clothing.

Daily opening/closing translation activity.

Flyswatter game.

Crossword puzzle/word search.

D- For Native Spanish speakers

- a. Stories from "Lecturas para Hispanohablantes (Readings for Native Spanish speakers)
- b. Cultural readings/questions in Spanish

Resources	
<p>Video presentations.</p> <p>Smart board presentations.</p> <p>Worksheets.</p> <p>Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).</p> <p>Puzzles and games.</p> <p>Drawing/labeling activity</p>	
Suggested Time Frame:	5 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Grade 8

Unit Plan: Greetings and Small Talk

Content Area:	Spanish	Grade(s) 8
Unit Plan Title:	Greetings and Small Talk	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must begin to feel comfortable expressing themselves and responding to others in everyday situations. They need to know some basic vocabulary and be able to apply it in conversation. This unit will deal with some of the most common topics of everyday conversations: meeting others, introducing oneself, exchanging pleasantries, stating the day and date and inquiring about the time and weather.</i>		
Standard(s) (Established Goals) and Strand(s)		

7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.3 Interpretive – Recognize some common gestures and practices of the target culture

7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.

Technology Standard(s)

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of results.

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will be able to ask/answer questions about the time and the weather and express the day and date.

It is desired that students feel comfortable with routine, repetitive phrases that are easily recognized without significant delay or thought.

It is predicted that students will confuse questions and responses without significant repetition, time and practice. Continued review and re-visiting of these themes in subsequent lessons should strengthen and improve understanding and ability.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do Spanish speakers make initial conversation?

How do we express the time in Spanish?

How do we count and use numbers in Spanish?

How do we express the weather in Spanish?

How do we express the day and date in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

21 st Century Themes		
X	Global Awareness	Critical Thinking & Problem Solving
	Environmental Literacy	E Creativity and Innovation
	Health Literacy	A Collaboration, Teamwork and Leadership
	Civic Literacy	T Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	A Communication and Media Fluency
		Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are *E-Encouraged*, *T-Taught*, or *A-Assessed* in this unit by marking *E, T, A* on the line before the appropriate skill.

		CRP1. Act as a responsible and contributing citizen and employee
	A	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions

E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to introduce themselves, recognize basic introductory phrases, weather related phrases, the date and the day of the week, numbers up to 30 and how to tell time.

Students will be able to comprehend written and spoken dialogue related to meeting and greeting someone, exchanging pleasantries, the weather, inquiring about the time, day and date and parting phrases. They will be able to apply their learned knowledge by conversing in role play scenarios.

Assessment Evidence:	
<p>Performance Tasks:</p> <p><i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p>	<p>Video presentations :</p> <p>Standard Deviant/ "Greeting & Small Talk" & associated worksheet.</p> <p>Teacher's Discovery videos: "Greetings" & "Calendar" w/ associated quizzes.</p> <p>Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year.</p>

Various You-tube videos/songs: Number/calendar/greetings.

<https://www.youtube.com/watch?v=j91m55N7e9I>

<https://www.youtube.com/watch?v=AkmBxfmlQ4w>

https://www.youtube.com/watch?v=XMk_zZFzqqo&list=PL6Hvozbgbsbx7wW2JHehernnEmJklnvVlc&index=10

<https://www.youtube.com/watch?v=7p5zFrjxAzc>

Spanish is Fun workbook pages:

Exploring Spanish: Greetings and Expressions of Courtesy

Middle School Spanish worksheets: time /greetings

Oral/Dry Erase board response:

What time is it?

What is the weather today?

How many _____ are there?

Daily response: What day is today? What is the date?

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

Numbers practice game “Arriba”

Bingo: Time/weather expressions/days of week/months of year.

Role-play scenarios: students meet, greet ask/respond to time & weather questions.

Daily opening/closing translation activity.

Concentration game: weather/numbers/time/greetings

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Suggested Time Frame:	5 class periods of 44 minutes.
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Describing the Classroom

Content Area:	Spanish	Grade(s) 8
Unit Plan Title:	Describing the Classroom	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must learn the alphabet, objects in the classroom and begin to learn how to describe people and things with colors and other descriptive adjectives. This unit will also introduce some basic grammatical concepts such as masculine/feminine nouns and adjective agreement.</i>		
Standard(s) (Established Goals) and Strand(s)		
<p>7.1.NH.A.1 Interpretive - <i>Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NH.A.3 Interpretive – <i>Recognize some common gestures and practices of the target culture</i></p> <p>7.1.NH.A5 Interpretive/interpersonal <i>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i></p>		

7.1.NH.B4 *Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

NJSLSA.R4 *Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.*

RST.6-8.9 *Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.*

NJSLSA.W4 *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are

predictable?)

Students will be able to recite the alphabet, spell their name, identify and describe classroom objects by their size & color and begin to use other descriptive adjectives to describe people and things.

It is desired that students begin to pronounce letters and words correctly, and comfortably respond to questions and commands in the classroom without significant delay or thought.

It is predicted that students will have difficulty with pronunciation and some initial grammatical lessons. Repetitive discussions, activities and subtle corrections should assist in improving these areas.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the letters of the Spanish alphabet and how are they pronounced?

What are the objects in the classroom and how can we describe them?

What are Spanish adjectives and how do we use them?

What do we state the colors in Spanish?

How do nouns reflect gender in Spanish?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Themes

21st Century Skills

	X	Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		A	Collaboration, Teamwork and Leadership
		Civic Literacy		T	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		A	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

		CRP1. Act as a responsible and contributing citizen and employee
	A	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation

	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know the Spanish alphabet, what items are in the classroom, colors and various other adjectives. They will understand the use of gender of Spanish nouns and rules governing the use of adjectives.

Students will be able to recite the Spanish alphabet and begin to develop their pronunciation. They will be able to recognize and describe items in the classroom and begin to apply basic Spanish grammar rules in describing people and things.

Assessment Evidence:

<p>Performance Tasks:</p> <p><i>Students will demonstrate applicable knowledge through role-play scenarios and oral response exercises. They will demonstrate knowledge of the classroom by properly following teacher commands. They will be able to draw and label the classroom while using descriptive adjectives.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p>Video presentations :</p> <p>Standard Deviant/ “Descriptive Adjectives” & associated worksheet.</p> <p>Rock & Learn Video segments: The Alphabet</p> <p>Various You-tube videos/songs: adjectives/classroom objects.</p> <p>https://www.youtube.com/watch?v=QK84rTzSVKw</p>

<https://www.youtube.com/watch?v=B2Gm6MTRqTc>

<https://www.youtube.com/watch?v=zpLQsdu4V94>

https://www.youtube.com/watch?v=JUcu9PUh9_A

Power Point presentations: Descriptive adjectives.

Packet:

Spanish is Fun: Descriptive Adjectives

Spanish is Fun: The Classroom

Exploring Spanish: Classroom Objects and commands

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Activities:

What’s missing? power point activity

Bingo: adjectives/classroom objects

	<p>Daily opening/closing translation activity.</p> <p>Concentration game: adjectives/classroom objects</p> <p>Flyswatter game</p> <p>D- For Native Spanish speakers</p> <p>a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)</p> <p>b. Cultural readings/questions in Spanish</p>
<p>Resources</p>	
<p>Video presentations.</p> <p>Smart board presentations.</p> <p>Worksheets.</p> <p>Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).</p> <p>Puzzles and games.</p>	
<p>Suggested Time Frame:</p>	<p>4 class periods of 44 minutes.</p>

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Family and Personal Descriptions

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Family and Personal Descriptions.	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to talk about their family relationships and others. They must be able to describe them physically and personally using adjectives.</i>		
Standard(s) (Established Goals) and Strand(s)		
<p>7.1.NH.A.1 Interpretive - <i>Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NH,A.3 Interpretive – <i>Recognize some common gestures and practices of the target culture</i></p> <p>7.1.NH.A5 Interpretive/interpersonal <i>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i></p>		

7.1.NH.B4 *Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.*

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from

reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to state their how each member of their family is related to one another. They will be able to describe them according to physical and personal attributes.

It is desired that students be able to express each family member and their relationship to one another.

Students will be able to know the word for their pets and how to describe them.

It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as expressing possession and using descriptive adjectives.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do we state family members and express their relationships with each other?

How do we express possession in Spanish?

What is “adjective agreement” and how are adjectives used differently in Spanish?

How do we use the “to be” verb “ser” to describe people and things?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

21 st Century Themes		21 st Century Skills	
X	Global Awareness		Critical Thinking & Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	A	Collaboration, Teamwork and Leadership
	Civic Literacy	T	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	A	Communication and Media Fluency
			Accountability, Productivity and Ethics
<p>In this unit plan, the following Career Ready Practices are addressed:</p> <p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>			
			CRP1. Act as a responsible and contributing citizen and employee
	A		CRP2. Apply appropriate academic and technical skills
			CRP3. Attend to personal health and financial well-being
	T		CRP4. Communicate clearly and effectively with reason
			CRP5. Consider the environmental, social and economic impacts of decisions

E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know how to describe their family relationships. They will know how to describe people, animals and things according to their physical and personal characteristics. They will understand how to express possession in Spanish.

Students will be able to talk about their families, including their pets, and present their “Family Tree” They will be able to describe people and animals according to their hair/eye color and other physical characteristics. They will be able to describe their individual characteristics .

Assessment Evidence:

Performance Tasks:

Students will demonstrate knowledge through TPR response and oral Q & A.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires,

They will draw characters according to given physical characteristics. They will state the familiar relationships of a family. They will create their own “Family Tree” and describe each individual physically and by their interests.

written classwork, class participation and daily translation practice exercises.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

Video presentations :

Teacher Discovery videos: “The Family” & “Body Parts”

Rock & Learn Video segments: “My Family” & “The Body”

Total Physical Response/Simon says, “ Touch your (body part)”

Internet practice sites.

“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Exploring Spanish:

Family

Body and Health

Animals

Activities:

Draw “Monsters” according to given number of body parts. Present to class.

Bingo: Action verbs/body parts

Daily opening/closing translation activity.

Concentration game: parts of the body/action verbs

Flyswatter game

Describe the Family & Q & A: Who is _____grandfather? Etc.

Draw animals/label physical characteristics

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispano-hablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Drawing/labeling activity

Suggested Time Frame:	7 class periods of 44 minutes.
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Mexican Holidays and Celebrations

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Mexican Holidays and Celebrations	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must know about Mexican Holidays, their significance and how they are celebrated. They also need to know typical Mexican foods served and how to order them during these celebrations as well as in restaurants.</i>		
Standard(s) (Established Goals) and Strand(s)		
<p>7.1.NH.A.1 Interpretive - <i>Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NH,A.3 Interpretive – <i>Recognize some common gestures and practices of the target culture</i></p> <p>7.1.NH.A5 Interpretive/interpersonal <i>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i></p> <p>7.1.NH.B4 Interpersonal <i>Ask and respond to questions, make requests and express preferences in various social situations.</i></p>		

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from

reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand what a “Quinceñera” is , its significance and how it is celebrated.

Students will understand how Christmas is celebrated in Mexico/the similarities and differences.

Students will know about some typical Mexican foods served during these special occasions

Students will know how to politely order restaurants and comment about the food.

It is predicted that students will have difficulty understanding and appreciating another country’s culture and customs so different from our own.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the “Quinceñera” and how is it celebrated in Mexico?

How is Christmas celebrated in Mexico and in the U.S.?

What are some typical Mexican dishes and how does one order in a restaurant?

How do we comment on food?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T,

21st Century Themes		<i>A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness		Critical Thinking & Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	A	Collaboration, Teamwork and Leadership
	Civic Literacy	T	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	A	Communication and Media Fluency
			Accountability, Productivity and Ethics
<p>In this unit plan, the following Career Ready Practices are addressed:</p> <p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>			
			CRP1. Act as a responsible and contributing citizen and employee
	A		CRP2. Apply appropriate academic and technical skills
			CRP3. Attend to personal health and financial well-being
	T		CRP4. Communicate clearly and effectively with reason
			CRP5. Consider the environmental, social and economic impacts of decisions

E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
E	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know about the significance of the Mexican holidays, “Cinco de mayo” and “Day of the Dead”. They will become familiar with many food terms in Spanish, including many typical Mexican dishes.

Students will be able to politely ask for food in a restaurant and talk about it. They will be able to appreciate another culture and their beliefs and talk about the importance of their holidays and customs.

Assessment Evidence:

Performance Tasks:

Students will compare and contrast Mexican holidays with one another as well as with American holidays.

Other Assessment Measures:

Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<p>Video presentations :</p> <p>Teacher Discovery videos: “La Quinceñera”</p> <p>Teacher Discovery Video:” Las Posadas”</p> <p>Teacher Discovery video: “Christmas in Mexico”</p> <p>Teacher Discovery “Moo” videos on food items and ordering in restaurants.</p> <p>Internet practice sites.</p>
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“Quizlet Live” game.

Flashcard practice (Quizlet).

Scatter (Quizlet).

Kahoot.

Exploring Spanish packet:

Food

Activities:

Role play: ordering food in restaurant.

Bingo: La Navidad

Daily opening/closing translation activity.

Make restaurant menus

You-tube videos:

<https://www.youtube.com/watch?v=-hVJZeDAsbA>

<https://www.youtube.com/watch?v=FJcBjipyXvU>

<https://www.youtube.com/watch?v=JzSkgL4phml>

<https://www.youtube.com/watch?v=XKN-PWPDc0s>

D- For Native Spanish speakers

a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers)

b. Cultural readings/questions in Spanish

Resources

Video presentations.

Smart board presentations.

Worksheets.

Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).

Puzzles and games.

Drawing/labeling activity

Suggested Time Frame:

6 class periods of 44 minutes.

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Clothing and the Home

Content Area:	Spanish	Grade(s) 7
Unit Plan Title:	Clothing and the Home	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to describe their home. They must be able to state and describe what they are wearing.</i>		
Standard(s) (Established Goals) and Strand(s)		
<i>7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i>		
<i>7.1.NH.A.3 Interpretive – Recognize some common gestures and practices of the target culture</i>		
<i>7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i>		
<i>7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.</i>		

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to state the rooms of their home. They will be able to state and describe what they are wearing.

It is desired that students be able to state where various items are in the home. It is desired that students be able to talk about their clothing in detail

It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as expressing possession and expressing their likes and dislikes.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the rooms of the house and where are they located?

What is clothing vocabulary and how can we describe it?

What are some items in the home and in what room would we find them?

How do we express our likes/dislikes?

How do we use the verb "gustar" to express what someone likes/doesn't like?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X

Global Awareness

Critical Thinking & Problem Solving

	Environmental Literacy
	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

E	Creativity and Innovation
A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies

	E	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
<p>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</p>		
<p><i>Students will know how to describe their family relationships. They will know how to describe people physically and express what others like and dislike. They will understand how to express possession in Spanish.</i></p>	<p><i>Students will be able to talk about their families and present their “Family Tree” They will be able to describe people according to their hair/eye color and other physical characteristics. They will be able to describe the activities that they and others enjoy doing as well as what they do not like.</i></p>	
<p>Assessment Evidence:</p>		
<p>Performance Tasks:</p> <p><i>Students will demonstrate knowledge through TPR response and oral Q & A. They will draw characters according to given physical characteristics. They will state the familiar relationships of a family. They will create their own “Family Tree” and describe each individual physically and by their interests.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>	

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities</i></p>	<p>Video presentations :</p> <p>Teacher Discovery videos: “My House” & “clothing Nouns”</p> <p>Internet practice sites.</p> <p>“Quizlet Live” game.</p> <p>Flashcard practice (Quizlet).</p> <p>Scatter (Quizlet).</p> <p>Kahoot.</p> <p>You-tube video:</p> <p>La casa https://www.youtube.com/watch?v=2MEYQxy-2Q0</p> <p>La ropa https://www.youtube.com/watch?v=O-0mUY-IJ94</p> <p>Exploring Spanish packet</p> <p>The House.</p> <p>Clothing.</p> <p>Activities:</p> <p>Draw “Home” : label rooms and items. Present to class.</p> <p>Bingo: House and clothing.</p> <p>Daily opening/closing translation activity.</p>
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	<p>Flyswatter game. Crossword puzzle/word search.</p> <p>D- For Native Spanish speakers</p> <ol style="list-style-type: none"> a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers) b. Cultural readings/questions in Spanish
<p>Resources</p>	
<p>Video presentations. Smart board presentations. Worksheets. Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.). Puzzles and games. Drawing/labeling activity</p>	
<p>Suggested Time Frame:</p>	<p>6 class periods of 44 minutes.</p>

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Unit Plan: Transportation and the Spanish-Speaking World

Content Area:	Spanish	Grade(s) 8
Unit Plan Title:	Transportation and the Spanish-Speaking World	
Target Proficiency Level		
<i>Novice</i>		
Overview/Rationale		
<i>Beginning Spanish speakers must be able to know where Spanish is spoken globally. They must be able to identify Spanish-Speaking countries on a map. They must also know modes of transportation for travelling.</i>		
Standard(s) (Established Goals) and Strand(s)		
<i>7.1.NH.A.1 Interpretive - Recognize familiar works and phrases, understand the main idea and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</i>		
<i>7.1.NH,A.3 Interpretive – Recognize some common gestures and practices of the target culture</i>		
<i>7.1.NH.A5 Interpretive/interpersonal Demonstrate comprehension of short conversations and brief written messages on familiar topics.</i>		
<i>7.1.NH.B4 Interpersonal Ask and respond to questions, make requests and express preferences in various social situations.</i>		

Technology Standard(s)

8.1.P.C.1 *Collaborate with peers by participating in interactive digital games or activities.*

8.1.8.A.4 *Graph and calculate data within a spreadsheet and present a summary of results.*

Interdisciplinary Standard(s)

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to identify Spain and countries of Latin America on a map. They will be able to compare and contrast various countries.

It is desired that students be able to compare and contrast various countries It is desired that students be able to talk about modes of transportation

It is predicted that students will have difficulty and confuse various countries with one another. It is desired that they be able to identify the general region of each country.

Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What countries comprise the Spanish-speaking world?

What are some items unique facts and characteristics of Spain and the various countries of Latin America?

What is transportation vocabulary?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Themes

21st Century Skills

X	Global Awareness
	Environmental Literacy

	Critical Thinking & Problem Solving
E	Creativity and Innovation

	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

A	Collaboration, Teamwork and Leadership
T	Cross-Cultural and Interpersonal Communication
A	Communication and Media Fluency
	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	CRP1. Act as a responsible and contributing citizen and employee
A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E	<p>CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP10. Plan education and career paths aligned to personal goals</p> <p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
<p>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</p>	
<p><i>Students will know the various countries that make up the Spanish-speaking world. They will know unique facts about the various countries. They will understand how to express where they are going and how.</i></p>	<p><i>Students will be able to identify the Spanish –speaking countries of the world. They will be able to identify specific cultural traditions and distinguish the countries from one another. They will be able to state where they are going and on what mode of transportation they are using.</i></p>
<p>Assessment Evidence:</p>	
<p>Performance Tasks:</p> <p><i>Students will demonstrate knowledge by labeling countries on a map. They will create an individual country project citing details unique to that country. They will be able to express how they go from place to place.</i></p>	<p>Other Assessment Measures:</p> <p><i>Students will be assessed with quizzes, video questionnaires, written classwork, class participation and daily translation practice exercises.</i></p>

	
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	<p>Video presentations :</p> <p>Teacher Discovery videos: “Transportation” Associated quiz.</p> <p>Internet practice sites.</p> <p>“Quizlet Live” game.</p> <p>Flashcard practice (Quizlet).</p> <p>Scatter (Quizlet).</p> <p>Kahoot.</p> <p>You-tube video: Spanish countries</p> <p>https://www.youtube.com/watch?v=6v95FATsydI</p> <p>https://www.youtube.com/watch?v=qmL9fcoAWVg</p> <p>https://www.youtube.com/watch?v=CKV2Mv70GFQ&list=PLv6IROcu9ZCA5L0vgKCO-dJSAZWM8IYes</p> <p>History of Spanish Language https://www.youtube.com/watch?v=ACQX5nMl2wQ</p> <p>Exploring Spanish packet</p> <p>Geography</p> <p>Modes of Transportation.</p> <p>Activities:</p>

	<p>Create country project. Present to class. Daily opening/closing translation activity. Flyswatter game/Map Crossword puzzle/word search.</p> <p>D- For Native Spanish speakers a. Stories from “Lecturas para Hispanohablantes (Readings for Native Spanish speakers) b. Cultural readings/questions in Spanish</p>
Resources	
<p>Video presentations. Smart board presentations. Worksheets. Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.). Puzzles and games. Drawing/labeling activity</p>	
Suggested Time Frame:	8 class periods of 44 minutes.

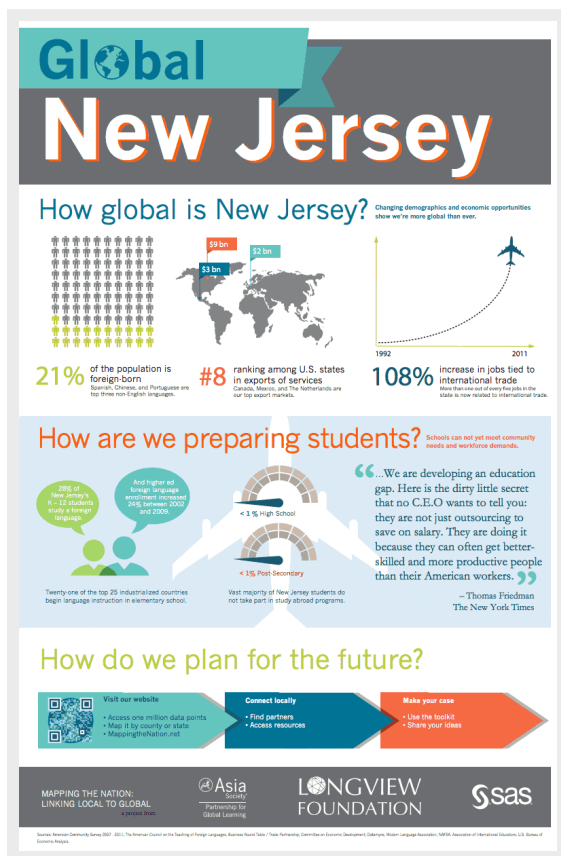
D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

New Jersey Student Learning Standard for World Languages

INTRODUCTION

World Languages Education in the 21st Century

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



These two infographics illustrate the connections between the global economy of New Jersey and the nation as a whole. (<http://mappingthenation.net/index.html>)

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

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

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

Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to

develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by [New Jersey Administrative Code](#), is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Revised Standard

Although the Standard for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21st Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In *Outliers: The Story of Success* (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey Students Learning Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the New Jersey Student Learning Standard for World Languages.

Language Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included. Below is a chart from *ACTFL Performance Descriptors for Language Learners 2012* that shows how assessing for performance is different from assessing for proficiency.

**ASSESSING PERFORMANCE VS. ASSESSING PROFICIENCY:
HOW ARE THESE ASSESSMENTS DIFFERENT?**

Assessing Performance	Assessing Proficiency
<ul style="list-style-type: none"> • Based on Instruction: Describes what the language learner can demonstrate based on what was learned 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
<ul style="list-style-type: none"> • Practiced: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts 	<ul style="list-style-type: none"> • Spontaneous: Tasks are non-rehearsed situations
<ul style="list-style-type: none"> • Familiar Content and Context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned 	<ul style="list-style-type: none"> • Broad Content and Context: Context and content are those that are appropriate for the given level
<ul style="list-style-type: none"> • Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced. 	<ul style="list-style-type: none"> • Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001) and is supported by more recently released documents including the [ACTFL Performance Descriptors for Language Learners 2012](#) and [ACTFL Proficiency Guidelines 2012](#). Below is a short summary of each proficiency level included in the standard document:

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

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

Intermediate-Low Level: Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level: Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

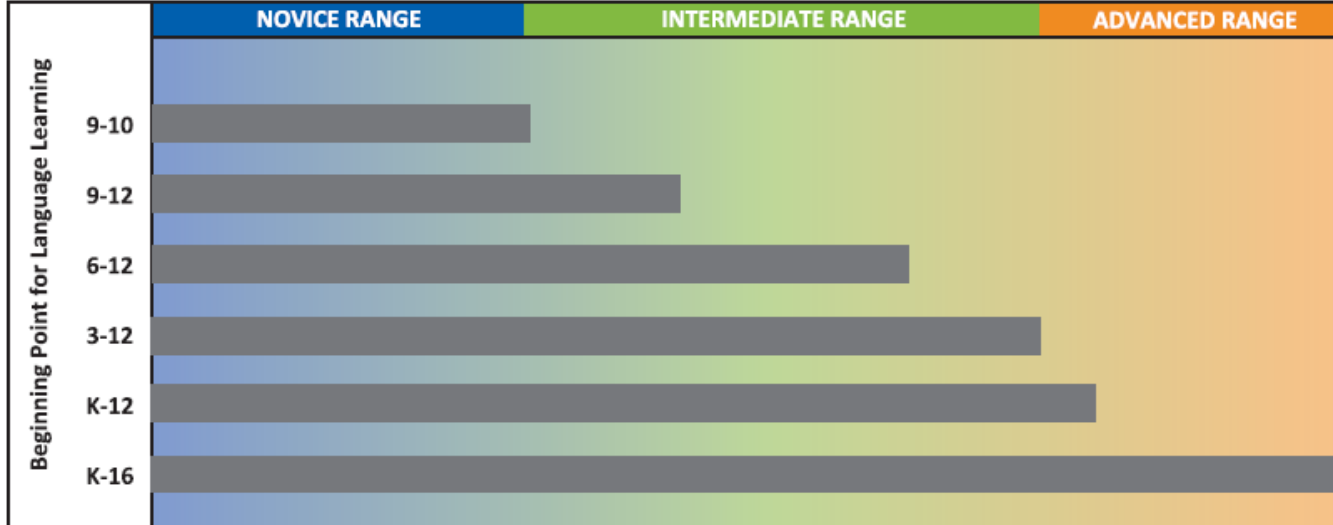
Intermediate-High Level: Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

Advanced-Low Level: Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance Levels

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. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ***ACTFL Performance Descriptors for Language Learners 2012*** and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.



A Note about Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2.

Philosophy and Goals

The world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006) and the summary of the *World-Readiness Standards for Learning Languages*. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

American Sign Language (ASL): Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

Classical languages: The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

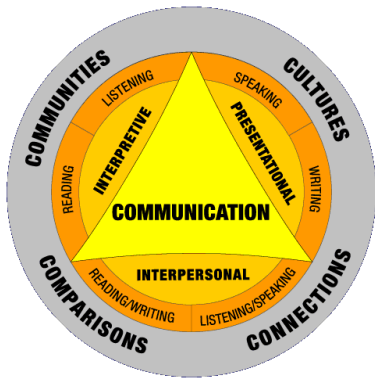
Heritage-languages: Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

Selecting Culturally Authentic Materials

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that instructors should choose materials based on “**CALL-IT**”: **C**ontext, **A**ge, **L**inguistic **L**evel and **I**mportance of **T**ask always keeping in mind that it is the task that should be edited not the text.

Three Strands

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic below, these are shown around the inner triangle).



Strand A reflects the Interpretive Mode of communication, in which 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.” For more on the interpretive mode of communication:

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which 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. For more on the interpersonal mode of communication:

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which 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.

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3)

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Spanish Curriculum Map

Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Interpretive Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Novice-Mid Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices . (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
		7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

	<p>understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
Novice-High	Linguistic:	7.1.NH.A.1	Recognize familiar words and phrases, understand the main

<p>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p>		<p>idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
		7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
		7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
	<p>Cultural:</p> <p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migrations are often related to the</p>		

	<p>availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>		
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	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<p><u>Intermediate-Low</u></p> <p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Cultural:</p> <p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding</p>	7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

	<p>should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are</p>		
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	<p>not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p><u>Intermediate-Mid</u></p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Cultural:</p> <p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p>	7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
		7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
		7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
		7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
		7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
		7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

	<p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>		
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	<p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same language throughout elementary school</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <p>Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author’s intent. Identify some cultural perspectives. Identify the organizing principle in written and oral text.</p> <p>Cultural:</p> <p>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are</p>	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version

<p>perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should</p>		of the standard for world languages, this Indicator is listed as reserved.
	7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

	<p>include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<p><u>Advanced-Low</u></p> <p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</p>	<p>Linguistic:</p> <p>The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <u>independently</u> to:</p> <p>Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author’s intent. Identify some cultural <u>perspectives</u>. Identify the organizing principle in written and oral text.</p> <p>Cultural:</p> <p>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>	<p>7.1.AL.A.1</p> <p>7.1.AL.A.2</p> <p>7.1.AL.A.3</p> <p>7.1.AL.A.4</p> <p>7.1.AL.A.5</p> <p>7.1.AL.A.6</p> <p>7.1.AL.A.7</p> <p>7.1.AL.A.8</p>	<p>Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p> <p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.</p> <p>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u>.</p> <p>Evaluate, from multiple cultural <u>perspectives</u>, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and <u>formal</u> contexts.</p> <p>Analyze elements of the target language that do not have a</p>

	<p>Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics</p>		<p>comparable linguistic element in English.</p>
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	that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)		
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Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Interpersonal Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Novice-Mid Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things. Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the	7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on

<p>high school</p>	<p>development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of</p>		<p>topics studied in other content areas.</p>
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	<p>topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
<p>Novice-High Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for</p>	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p>Cultural:</p>	<p>7.1.NH.B.1</p> <p>7.1.NH.B.2</p> <p>7.1.NH.B.3</p> <p>7.1.NH.B.4</p> <p>7.1.NH.B.5</p>	<p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p>

<p>students who switch languages in high school</p>	<p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to:</p>		
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	<p>personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
Intermediate-Low	Linguistic:	7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted

<p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p>Cultural: Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual</p>		<p>themes.</p>
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

	<p>and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics</p>		
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	<p>that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p><u>Intermediate-Mid</u></p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grades 12 for students who switch</p>	<p>Linguistic:</p> <p>The <u>Intermediate-Mid</u> language learner understands and communicates at the sentence level and can use strings of sentences <u>independently</u> to:</p> <p>Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p>Cultural:</p> <p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p>	<p>7.1.IM.B.1</p> <p>7.1.IM.B.2</p> <p>7.1.IM.B.3</p> <p>7.1.IM.B.4</p> <p>7.1.IM.B.5</p>	<p>Use <u>digital tools</u> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>

<p>languages in high school</p>	<p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the</p>		
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	<p>development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p>	7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

language throughout elementary school	<p>Infer meaning of unfamiliar words in new contexts. Identify some cultural perspectives. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Make and change plans. Offer advice. Handle a situation with a complication.</p> <p>Cultural: Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding</p>	7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
		7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
		7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

	<p>should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<p><u>Advanced-Low</u></p> <p>Grade 12 for heritage</p>	<p>Linguistic:</p> <p>The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <u>independently</u> to:</p>	<p>7.1.AL.B.1</p> <p>7.1.AL.B.2</p>	<p>Use <u>digital tools</u> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>Give, respond to, and ask for clarification on detailed</p>

students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities	<p>Infer meaning of unfamiliar words in new contexts. Identify some cultural perspectives. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Make and change plans. Offer advice. Handle a situation with a complication.</p>		<p>and complex oral and written directions, commands, and indirect requests.</p>
		7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
		7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
	<p>Cultural: Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding</p>	7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

	<p>should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
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Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Presentational Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Novice-Mid Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things. Cultural: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices . (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing .
		7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

	<p>celebrations, songs, and dances.)</p> <p>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p>		
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	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)		
<p><u>Novice-High</u></p> <p>Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <u>independently</u> to:</p> <p>Handle simple transactions related to everyday life: Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p> <p>Cultural:</p> <p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include,</p>	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.
		7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
		7.1.NH.C.3	Describe in writing people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.
		7.1.NH.C.5	Tell or write about cultural <u>products</u> associated with the target culture(s) and identify how the <u>products</u> and <u>practices</u> are derived from the cultural <u>perspectives</u> .

	<p>but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p>		
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	<p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p>Intermediate-Low</p> <p>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades</p>	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest. <p>Cultural:</p>	<p>7.1.I.L.C.1</p> <p>7.1.I.L.C.2</p> <p>7.1.I.L.C.3</p> <p>7.1.I.L.C.4</p> <p>7.1.I.L.C.5</p>	<p>Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>Explain the cultural perspective associated with a few cultural products and cultural practices from the target</p>

<p>9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to:</p>	<p>7.1.IL.C.6</p>	<p>culture (s) and one’s own culture.</p> <p>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>
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	<p>personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
Intermediate-Mid	Linguistic:	7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated

<p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p>	<p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <p>Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and Request and suggest.</p> <p>Cultural: Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the</p>		<p>with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>
		7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
		7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
		7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices .

	<p>availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues,</p>		
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	<p>problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<p><u>Intermediate-High</u></p> <p>Grade 12 for all students who continue to study the same language throughout K-12</p>	<p>Linguistic:</p> <p>The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to:</p> <p>Synthesize written and oral text. Identify some cultural <u>perspectives</u>. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Offer advice.</p> <p>Cultural:</p> <p>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g.,</p>	<p>7.1.IH.C.1</p> <p>7.1.IH.C.2</p> <p>7.1.IH.C.3</p> <p>7.1.IH.C.4</p> <p>7.1.IH.C.5</p> <p>7.1.IH.C.6</p>	<p>Explain and compare how a cultural <u>perspective</u> led to the development of a cultural <u>product</u> or cultural <u>practice</u> in the target culture(s) and in one’s own culture, through a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.</p> <p>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <u>perspectives</u> associated with the target culture(s).</p> <p>Use language creatively in writing for a variety of purposes.</p> <p>Explain the structural elements and/or cultural <u>perspectives</u> found in <u>culturally authentic materials</u>.</p> <p>Explain cultural <u>perspectives</u> associated with the target culture(s), as evidenced by the cultural <u>products</u> and cultural <u>practices</u> associated with the target culture(s), and compare these perspectives with those of one’s own culture.</p> <p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>

	<p>population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include,</p>		
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	<p>but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<p><u>Advanced-Low</u></p> <p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</p>	<p>Linguistic:</p> <p>The <u>Advanced-Low</u> language learner understands and communicates at the paragraph level and can paragraph-level discourse <u>independently</u> to:</p> <p>Synthesize written and oral text. Identify some cultural <u>perspectives</u>. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Offer advice.</p> <p>Cultural:</p> <p>Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other</p>	7.1.AL.C.1	Create a research-based <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.
		7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing cultural <u>perspectives</u> associated with the target culture(s) and another world culture.
		7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
		7.1.AL.C.4	Compare and contrast the structural elements and/or cultural <u>perspectives</u> found in <u>culturally authentic materials</u> with those found in selections in English.
		7.1.AL.C.5	Analyze how cultural <u>perspectives</u> about a specific cultural <u>product</u> or cultural <u>practice</u> associated with the target culture(s) change over time, and compare with changing <u>perspectives</u> in one’s own culture.
		7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

	<p>conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic,</p>		
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	<p>and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
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Links:

Advanced-Low Level Learners: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Clusters: Postsecondary education and career pathways

Cultural Content: Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- ◆ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ◆ The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”
- ◆ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter’s hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Culturally Authentic Materials: Books, tapes, videos, and games that have been produced for use by native speakers of the target language

Formal and informal: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

Four art forms: Dance, music, theatre, and the visual arts.

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

Independently: What the learner can communicate spontaneously without guidance or support.

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level Learner: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

Novice-High Level Learner: 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.

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

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

Physical response: TPR (Total Physical Response) is an example of an instructional strategy that uses physical response.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, 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 are making 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. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

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

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

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

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