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| Revised on: | |
| Revised by: | |
| Board Approved: | 9/12/16 |

**OCEAN COUNTY
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

| | |
|---------------------------------|-----------------------|
| Course Title: World Language | Grade Level: 6-8 |
| UNIT 6.1: Greetings | 6 th grade |
| UNIT 6.2: Numbers | 6 th grade |
| UNIT 6.3: Calendar | 6 th grade |
| UNIT 6.4: Classroom Environment | 6 th grade |
| UNIT 7.1: Greetings | 7 th grade |
| UNIT 7.2: Body | 7 th grade |
| UNIT 7.3: Clothing | 7 th grade |
| UNIT 7.4: Leisure Activities | 7 th grade |
| UNIT 7.5: Personality Traits | 7 th grade |
| UNIT 8.1: All About Me | 8 th grade |
| UNIT 8.2: Family & Celebrations | 8 th grade |
| UNIT 8.3: House & Home | 8 th grade |
| UNIT 8.4: Restaurant | 8 th grade |
| UNIT 8.5: Travel | 8 th grade |

**OCEAN COUNTY
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

Course Title: World Language

Grade Level: 6

UNIT 1: Greetings

1-2 weeks

UNIT 2: Numbers

1-2 weeks

UNIT 3: Calendar

2-3 weeks

UNIT 4: Classroom Environment

2-3 weeks

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 6.1 Overview

Content Area: World Languages

Unit Title: Greetings and Personal Information (Unit 6.1)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore the concept of greetings using a range of culturally authentic learning materials to understand introductions, expressions of courtesy, and ways to ask and answer questions about personal information.

Primary interdisciplinary connections: Language Arts; Social Studies; Technology; Performing Arts
For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale

By studying greetings in a cross-cultural comparison, students will gain the opportunity to learn to communicate more effectively and respectfully and to compare their cultural views with that of the target language cultures.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Showing respect is an essential component of greetings in all cultures.
- Acceptable topics for personal conversations vary by culture.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI # | **Cumulative Progress Indicator (CPI)**

Interpretive Mode

| | | | |
|---|--|---|--|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. | | |
| 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.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. | | |
| Interpersonal Mode | | | |
| 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 topics studied in other content areas. | | |
| Presentational Mode | | | |
| 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). | | |
| <table border="1"> <tr> <td> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are greetings? • How are physical gestures related to greetings? • Why is being respectful important? • How do I address another person in the target language? • What are some basic ways to communicate in the language? • How prevalent is the target language? • How do you introduce yourself in the target language? • How do you share personal information in the target language? </td> <td> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • How one greets someone often varies by culture. • Culture plays a role in what is considered to be polite conversation. • There are accepted cultural ways of starting a conversation with someone. • There are a number of ways to communicate with someone when speaking about cultural and everyday topics. • The target language is used across the globe in commerce, travel, and for a variety of purposes. </td> </tr> </table> | | <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are greetings? • How are physical gestures related to greetings? • Why is being respectful important? • How do I address another person in the target language? • What are some basic ways to communicate in the language? • How prevalent is the target language? • How do you introduce yourself in the target language? • How do you share personal information in the target language? | <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • How one greets someone often varies by culture. • Culture plays a role in what is considered to be polite conversation. • There are accepted cultural ways of starting a conversation with someone. • There are a number of ways to communicate with someone when speaking about cultural and everyday topics. • The target language is used across the globe in commerce, travel, and for a variety of purposes. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are greetings? • How are physical gestures related to greetings? • Why is being respectful important? • How do I address another person in the target language? • What are some basic ways to communicate in the language? • How prevalent is the target language? • How do you introduce yourself in the target language? • How do you share personal information in the target language? | <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • How one greets someone often varies by culture. • Culture plays a role in what is considered to be polite conversation. • There are accepted cultural ways of starting a conversation with someone. • There are a number of ways to communicate with someone when speaking about cultural and everyday topics. • The target language is used across the globe in commerce, travel, and for a variety of purposes. | | |

Unit Learning Targets (Objectives)*Students will ...*

- Greet and introduce themselves to others.
- Use correct leave-taking phrases.
- Ask how others are.
- Ask others if they speak another language.
- Interpret conversations between native speakers.
- Compare customs, greetings, and introductions.

Evidence of Learning**Formative Assessments**

- Role play/Skit
- Teacher observation
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations

Technology Integration

- SMART Board activities
- Online quizzes

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Sing, Dance, Laugh & Eat Tacos audio

Teacher created activities

(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://www.quia.com/>

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 6.2 Overview

Content Area: World Languages

Unit Title: Numbers (Unit 6.2)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore whole numbers from 1 through 1000 using a range of culturally authentic learning materials to understand how to express, contrast, and compare large quantities, sizes, distances, and prices.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Technology; Science

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale

By studying numbers and their uses in a cross-cultural comparison, students gain the opportunity to better differentiate quantities, sizes, distances, prices, etc. and to compare their cultural views with that of the target language cultures.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Most cultures use the Arabic numbering system (i.e., 1, 2, 3, ...)
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

7.1. NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and

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|---|---|---|
| | requests through appropriate physical response. | |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. | |
| Interpersonal Mode | | |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. | |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. | |
| Presentational Mode | | |
| 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. | |
| Unit Essential Questions | | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What are numbers used for? • When are numbers compared? (Answer: All the time! For example, the ages of two people.) • Why are numbers important? | | <ul style="list-style-type: none"> • Many cultures count things in the same way. • Every career uses numbers in some way. |
| Unit Learning Targets | | |
| <i>Students will ...</i> | | |
| <ul style="list-style-type: none"> • Understand and interpret written and spoken language about numbers. • Compare and contrast cultural products, practices, and perspectives related to making comparisons using numbers. (For example, the metric system and meters versus the imperial system and inches for measurement.) • Exchange information about ways to make comparisons using numbers with peers. | | |
| Evidence of Learning | | |
| Formative Assessments | Summative Assessments | Technology Integration |
| <ul style="list-style-type: none"> • Role play/Skit • Teacher observation • Do-Now • Thumbs up/down • White boards • Open-ended questions • Group/pair activities • Exit cards | <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations • Solve mathematical problems written in the target language • Create dialogue that compares quantities, sizes, distances, and prices | <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games |

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- Number Reference Chart
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

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Websites

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SMART Board

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Teacher created activities
(handouts, projects, etc.)

District selected textbook

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Practice quizzes and vocabulary reinforcement

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Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 6.3 Overview

Content Area: World Languages

Unit Title: Calendar (Unit 6.3)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore seasons, weather, days, weeks, and months. Throughout the unit students will use the target language terms for the days of the week, and months of the year, as well as, form the date appropriately.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Science.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness at a global level and encouraging curiosity of other cultures and people provides students with a diverse foundation that better prepares them for the interconnected world we coexist in. By grounding them with cultural awareness and the guidance to formulate their own conclusions, students are using higher level thinking skills and deepening their intellectual abilities.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Observation about reverse seasons and how it alters the school year in other countries.
- Celebration of our “winter holidays” in the summer due to reverse seasons.
- Differences between the target language calendar and the United States calendar (Days of the week).

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

| | | |
|---|---|--|
| 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. | |
| Interpersonal Mode | | |
| 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 topics studied in other content areas. | |
| Presentational Mode | | |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • How does writing the date in the target language differ from the USA? • What are the differences between seasons (reverse seasons) in target language countries and how they affect the layout of the school year? • How do holidays compare and contrast in the USA and target language countries? | <ul style="list-style-type: none"> • Vocabulary words related to seasons, weather, days, and months. • Understanding the differences in the format of writing the date in the target language. • Differences between English and target language spelling of the months of the year. | |
| Unit Learning Targets | | |
| <i>Students will ...</i> | | |
| <ul style="list-style-type: none"> • Recognize gestures related to the seasons and weather. • Imitate gestures and intonation of weather and seasons vocabulary words. • Ask and respond to simple questions about weather, months and days. • Name holidays from target language cultures. | | |
| Evidence of Learning | | |
| Formative Assessments <ul style="list-style-type: none"> • Role play/Skit • Teacher observation • Do-Now • Thumbs up/down • White boards • Open-ended questions • Group/pair activities | Summative Assessments <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations • Weather Forecast Presentation • Create a Calendar | Technology Integration <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games • Use internet resources to compare and contrast weather in the USA to target language cultures. |

- Exit cards

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Teacher created activities
(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice <http://www.quia.com/>

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 6.4 Overview

Content Area: World Languages

Unit Title: Classroom Environment (Unit 6.4)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore the concepts of daily life in school both in the USA and in a variety of target language countries. Students will communicate verbally using vocabulary related to the school objects, schoolrooms, school personnel, school subjects, schedules, and other daily activities. They will make comparisons between their own typical schedules and those of other students around the globe. Furthermore, students will focus on verbs related to those themes and begin to conjugate them according to the appropriate subject pronouns.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Literacy; Life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness of how schools are conducted in other countries and comparing the similarities and differences provides students with a window into the cultural realm of the target language they are learning. Students become exposed to the idea that not the entire world conforms to the same practices and perspectives as that of their own and thus they expand their minds to build tolerance and accept diversity. By grounding students with the awareness of student-life abroad, they begin to formulate a fundamental understanding of the cultures they are studying, which thus deepens their language practice.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Focus on recess in target language schools.
- Difference in schedules in target language schools.
- Importance of lunch and siesta in other countries.

CPI #

Cumulative Progress Indicator (CPI)

| Interpretive Mode | |
|--|--|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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. |
| Interpersonal Mode | |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 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.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). |
| Unit Essential Questions <ul style="list-style-type: none"> • What is a classroom used for? • Who does one find in a classroom? • Why are classrooms important? • What are some of the differences between your school schedule and those typical in many target language countries? • Are the subjects taught here the same as those taught in other countries? • What are subject pronouns? • How are verbs conjugated in target language? | Unit Enduring Understandings <ul style="list-style-type: none"> • Education is important in every culture. • Subjects taught in USA and in target language countries. • School schedules (similarities and differences). • The purpose and use of subject pronouns. • Basic understanding of how to conjugate AR verbs. • The importance of education remains high in other cultures but the means to attain them is not equal. |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Recognize spoken or written vocabulary words related to school objects, subjects, schedule, and activities. | |

- Demonstrate comprehension of simple directions in target language in order to appropriately conjugate verbs in the present tense.
- Identify familiar places and objects from other countries related to the school environment.
- Ask and respond to questions about their individual school schedules.
- Exchange information orally about popular daily activities in target language countries.
- Copy and write school vocabulary words.
- Present information to the class about school life in a particular target language country.
- Name and label tangible school items within the classroom.

Evidence of Learning

Formative Assessments

- Role play/Skit
- Teacher observation
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations
- Design weekly schedule
- Presentation on school life in target language culture.

Technology Integration

- SMART Board activities
- Online quizzes
- Kahoot games
- Use internet resources to compare and contrast schools in the USA to target language cultures.

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

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Quiz generator and practice <http://www.quia.com/>

<http://getkahoot.com>

Practice quizzes

**OCEAN COUNTY
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

Course Title: World Language

Grade Level: 7

UNIT 1: Greetings

1-2 weeks

UNIT 2: Body

1-2 weeks

UNIT 3: Clothing

2-3 weeks

UNIT 4: Leisure Activities

2-3 weeks

UNIT 5: Personality Traits

2-3 weeks

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 7.1 Overview

Content Area: World Languages

Unit Title: Greetings (Unit 7.1)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 7th Grade

Unit Summary

In this unit, students will explore types of greetings that are used throughout the target language countries and thus learn to introduce themselves to other individuals in basic conversation. Furthermore, students will explore the alphabet, colors, seasons, weather, and basic numbers through the use of culturally authentic materials.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Art.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; literacy; higher-level-thinking skills; life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness of basic and introductory conversation skills is crucial for students to learn to communicate in the target language. By grounding students with core vocabulary words related to colors, numbers, seasons, weather, and greetings, they begin developing a framework for future scaffolding and learning.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Comparisons between physical and spoken greetings throughout target language countries.
- Levels of respect given to elders and how this concept varies throughout many different countries (Tu, usted, etc.)

| CPI # | Cumulative Progress Indicator (CPI) |
|-------|-------------------------------------|
|-------|-------------------------------------|

Interpretive Mode

| | |
|------------|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
|------------|---|

| | | | |
|---|--|---|--|
| 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. | | |
| Interpersonal Mode | | | |
| 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 topics studied in other content areas. | | |
| Presentational Mode | | | |
| 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. | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people throughout the target language countries greet one another? (explain the similarities and differences) ● What are the differences between the English and target language alphabet? ● Why do you think the way in which people greet one another varies so greatly from one country to the next? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Vocabulary words related to greetings and introductions. ● Comparisons between types of greetings throughout the world. ● Identification of differences between English and target language alphabet. ● Recognition and pronunciation of basic numbers and colors. </td> </tr> </table> | | <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people throughout the target language countries greet one another? (explain the similarities and differences) ● What are the differences between the English and target language alphabet? ● Why do you think the way in which people greet one another varies so greatly from one country to the next? | <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Vocabulary words related to greetings and introductions. ● Comparisons between types of greetings throughout the world. ● Identification of differences between English and target language alphabet. ● Recognition and pronunciation of basic numbers and colors. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people throughout the target language countries greet one another? (explain the similarities and differences) ● What are the differences between the English and target language alphabet? ● Why do you think the way in which people greet one another varies so greatly from one country to the next? | <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Vocabulary words related to greetings and introductions. ● Comparisons between types of greetings throughout the world. ● Identification of differences between English and target language alphabet. ● Recognition and pronunciation of basic numbers and colors. | | |
| <p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Recognize spoken or written words about greetings and introductions. ● Imitate gestures and linguistic intonation with partners. ● Dramatize short skits that incorporate all greetings vocabulary in a basic and introductory conversation. ● Copy and write out the words for numbers, colors, and weather. ● Name and label numbers and colors. ● Compare and contrast cultural products, practices, and perspectives related to greetings throughout the world. ● Present a dialogue to the class. | | | |

Evidence of Learning

Formative Assessments

- Role play/Skit
- Teacher observation
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations/Dialogues
- Listening Comprehension
- Present a dialogue to the class

Technology Integration

- SMART Board activities
- Online quizzes
- Kahoot games

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Teacher created activities
(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 7.2 Overview

Content Area: World Languages

Unit Title: The Body (Unit 7.2)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 7th Grade

Unit Summary

In this unit, students will identify and describe parts of the body. They will make comparisons between themselves and others based on physical description such as hair color, eye color, height, etc. In addition, students will develop an understanding of feminine and masculine articles as well as gender agreement in the target language.

Primary interdisciplinary connections: Mathematics; Health & Nutrition, Science.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness at a global level and encouraging curiosity of other cultures and people provides students with a diverse foundation that better prepares them for the interconnected world we coexist in. By grounding them with cultural awareness and the guidance to formulate their own conclusions, students are using higher level thinking skills and deepening their intellectual abilities.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/w/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Describing physical characteristics of people of different cultures.
- Exploring Stereotypes.

CPI # **Cumulative Progress Indicator (CPI)**

Interpretive Mode

| | |
|------------|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
|------------|---|

| | | | |
|---|--|---|--|
| 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. | | |
| Interpersonal Mode | | | |
| 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.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 topics studied in other content areas. | | |
| Presentational Mode | | | |
| 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.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | |
| <table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How do you describe physical appearance? • How do stereotypes affect cultures? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • Vocabulary words related to parts of the body. • Differences in word order for nouns and adjectives in English vs. target languages. • Understanding gender agreement and use of articles. </td> </tr> </table> | | Unit Essential Questions <ul style="list-style-type: none"> • How do you describe physical appearance? • How do stereotypes affect cultures? | Unit Enduring Understandings <ul style="list-style-type: none"> • Vocabulary words related to parts of the body. • Differences in word order for nouns and adjectives in English vs. target languages. • Understanding gender agreement and use of articles. |
| Unit Essential Questions <ul style="list-style-type: none"> • How do you describe physical appearance? • How do stereotypes affect cultures? | Unit Enduring Understandings <ul style="list-style-type: none"> • Vocabulary words related to parts of the body. • Differences in word order for nouns and adjectives in English vs. target languages. • Understanding gender agreement and use of articles. | | |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Identify parts of the body. • Give and follow simple, oral, and written directions related to parts of the body. • Ask and respond to simple questions about the body and physical characteristics • Describe physical traits of yourself and others. | | | |
| Evidence of Learning | | | |
| Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Simon says • Do-Now • Thumbs up/down • White boards | Summative Assessments <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations | | |
| Technology Integration <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games | | | |

- Open-ended questions
- Group/pair activities
- Exit cards

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
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Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 7.3 Overview

Content Area: World Languages

Unit Title: Clothing (Unit 7.3)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 7th Grade

Unit Summary

In this unit, students will explore clothing using a range of culturally authentic learning materials. They will reflect on their own clothing style, season-appropriate clothing choices, shopping habits, and develop an understanding of “value” in relation to what something costs, and consider the concept of international currencies. Students will compare clothing styles in the USA to target language cultures. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Primary interdisciplinary connections: Language Arts; Social Studies; Mathematics

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale By grounding a study of shopping for clothing in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own clothing preferences and shopping strategies and compare their own cultural views with the products, practices, and perspectives of others.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- The formality of casual wear is dependent on culture.
- Some non-verbal forms of communication have different meanings in different cultures.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

| | | | |
|--|---|---|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. | | |
| 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. | | |
| Interpersonal Mode | | | |
| 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 topics studied in other content areas. | | |
| Presentational Mode | | | |
| 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). | | |
| <table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • What is a currency? • Are clothing preferences culturally dependent? Explain. • Why is value important when shopping? • Does clothing change based on weather/seasons? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • Gestures in one culture may not have the same meaning in another. • Each country or economic community has its own currency. • Clothing style can vary from one country to another. </td> </tr> </table> | | Unit Essential Questions <ul style="list-style-type: none"> • What is a currency? • Are clothing preferences culturally dependent? Explain. • Why is value important when shopping? • Does clothing change based on weather/seasons? | Unit Enduring Understandings <ul style="list-style-type: none"> • Gestures in one culture may not have the same meaning in another. • Each country or economic community has its own currency. • Clothing style can vary from one country to another. |
| Unit Essential Questions <ul style="list-style-type: none"> • What is a currency? • Are clothing preferences culturally dependent? Explain. • Why is value important when shopping? • Does clothing change based on weather/seasons? | Unit Enduring Understandings <ul style="list-style-type: none"> • Gestures in one culture may not have the same meaning in another. • Each country or economic community has its own currency. • Clothing style can vary from one country to another. | | |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Identify and describe pieces of clothing in the target language. • Understand and interpret written and spoken language about shopping for clothing. | | | |

- Compare and contrast cultural products, practices, and perspectives related to shopping.
- Exchange information about ways to shop for value with peers.

Evidence of Learning

Formative Assessments

- Teacher observation
- Role play/skits
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations
- Present a report on a target language currency to the class
- Participate in a fashion show

Technology Integration

- SMART Board activities
- Online quizzes
- Kahoot games
- Research clothing in target language cultures

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Teacher created activities
(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 7.4 Overview

Content Area: World Languages

Unit Title: Leisure Activities (Unit 7.4)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 7th Grade

Unit Summary

In this unit, students will explore and compare the leisure activities that people in various target language countries participate in as well as those typical in the United States. They will evaluate their own likes and dislikes and discuss new activities that they may be unfamiliar with. The music, dance, and art of various target language countries will be discussed and analyzed.

Primary interdisciplinary connections: Language Arts; Social Studies; Music; Art

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Critical thinking; Global Awareness; Life skills, Literacy, Higher-level-thinking skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness of the way in which people of other countries and cultures spend their free time is critical for students to begin to formulate understandings about those countries and cultures. By making comparisons of other people's likes and their own, they are making introspective evaluations about themselves and are engaging in intrapersonal analysis of others. By grounding students with the vocabulary and connections in this unit, students will develop a deeper understanding of target culture as well as their own.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Practices and traditions of various target language countries.
- Perspectives about celebrations and why they are celebrated.
- Specific products used throughout celebrations or activities.

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

| | | | |
|--|---|---|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. | | |
| 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. | | |
| Interpersonal Mode | | | |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. | | |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | | |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. | | |
| Presentational Mode | | | |
| 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). | | |
| <table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • What are the types of activities that students in target language countries participate in and how do they compare to those that you enjoy? • What are your favorite activities to participate in? • Do you think that music and art define a culture or a nation? (Explain). </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • Music, dance and art vary by culture. • All cultures have leisure activities. • Gestures expressing likes and dislikes are multicultural. </td> </tr> </table> | | Unit Essential Questions <ul style="list-style-type: none"> • What are the types of activities that students in target language countries participate in and how do they compare to those that you enjoy? • What are your favorite activities to participate in? • Do you think that music and art define a culture or a nation? (Explain). | Unit Enduring Understandings <ul style="list-style-type: none"> • Music, dance and art vary by culture. • All cultures have leisure activities. • Gestures expressing likes and dislikes are multicultural. |
| Unit Essential Questions <ul style="list-style-type: none"> • What are the types of activities that students in target language countries participate in and how do they compare to those that you enjoy? • What are your favorite activities to participate in? • Do you think that music and art define a culture or a nation? (Explain). | Unit Enduring Understandings <ul style="list-style-type: none"> • Music, dance and art vary by culture. • All cultures have leisure activities. • Gestures expressing likes and dislikes are multicultural. | | |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Demonstrate comprehension of leisure activity vocabulary words and verb infinitives. • Recognize gestures related to various leisure activities practiced in target language countries. • Identify works of art, types of music, and regional dances. • Ask and respond to peers about their likes and dislikes • Exchange information about leisure activities that students in other countries engage in. | | | |

Evidence of Learning

Formative Assessments

- Teacher observation
- Role play/skits
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations
- Present a report on a target language leisure activity
- Chart with description of leisure activities

Technology Integration

- SMART Board activities
- Online quizzes
- Kahoot games
- Research leisure activities in target language cultures

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Teacher created activities
(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 7.5 Overview

Content Area: World Languages

Unit Title: Personality Traits (Unit 7.5)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 7th Grade

Unit Summary

In this unit, students will explore personality traits and adjectives. They will recognize definite articles and when to use them. Furthermore, students will describe themselves and others orally and through written assessments.

Primary interdisciplinary connections: Language Arts; Social Studies.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global connections and awareness; Literacy; Life skills; Higher-level-thinking skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness about the similarities and differences between people and the ability to describe themselves and others provides students with a valuable and authentic cultural understanding of diversity and facilitates interpersonal growth and education.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Discussion about how certain personality traits are valued higher or lower than others depending on the culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

CPI # | **Cumulative Progress Indicator (CPI)**

Interpretive Mode

| | |
|------------|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
|------------|---|

| | | |
|--|---|--|
| 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. | |
| Interpersonal Mode | | |
| 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.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 topics studied in other content areas. | |
| Presentational Mode | | |
| 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.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. | |
| Unit Essential Questions | Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • What words would you use to describe yourself? • What is an adjective? • When do definite articles need to be used? | <ul style="list-style-type: none"> • People’s personality traits vary and are not necessarily related to culture. • Differences in word order in English compared to target language. | |
| Unit Learning Targets | | |
| <i>Students will ...</i> | | |
| <ul style="list-style-type: none"> • Demonstrate comprehension of spoken words related to personality traits. • Interpret simple descriptions that describe characters in a story and identify them. • Ask and respond to questions about their own personality traits. • Exchange information that describes the personality of a person using words and phrases. • Copy and write personality trait vocabulary words. • Present information about the personality of a character or themselves orally. | | |
| Evidence of Learning | | |
| Formative Assessments | Summative Assessments | Technology Integration |
| <ul style="list-style-type: none"> • Teacher observation • Role play/skits • Do-Now • Thumbs up/down • White boards • Open-ended questions | <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations • Write paragraph about self in target language | <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games |

- Group/pair activities
- Exit cards

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers
 Websites
 Whiteboards
 SMART Board
 Teacher created activities
 (handouts, projects, etc.)
 District selected textbook

Teacher Notes:

<http://www.wordreference.com>
 Reputable translation website
<http://www.quia.com>
 Practice quizzes and vocabulary reinforcement
<http://www.quizlet.com>
 Quiz generator and practice
<http://getkahoot.com>
 Practice quizzes

**OCEAN COUNTY
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

Course Title: World Language

Grade Level: 8

UNIT 1: All About Me

1-2 weeks

UNIT 2: Family & Celebrations

1-2 weeks

UNIT 3: House & Home

2-3 weeks

UNIT 4: Restaurant

2-3 weeks

UNIT 5: Travel

2-3 weeks

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 8.1 Overview

Content Area: World Languages

Unit Title: All About Me (Unit 8.1)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will be able to introduce themselves, describe their traits, and their everyday environment. They will recognize subject pronouns and present tense verbs and know when to use them. Furthermore, students will express likes and dislikes and tell where they are from.

Primary interdisciplinary connections: Language Arts; Social Studies.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global connections and awareness; Literacy; Life skills; Higher-level-thinking skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness about the similarities and differences between people and the ability to describe themselves and their environment provides students with a valuable and authentic cultural understanding of diversity and facilitates interpersonal growth and education.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|-------|-------------------------------------|
|-------|-------------------------------------|

Interpretive Mode

| | |
|------------|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
|------------|---|

| | |
|-------------|---|
| 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. |
| Interpersonal Mode | |
| 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.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 topics studied in other content areas. |
| Presentational Mode | |
| 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. |
| Unit Essential Questions <ul style="list-style-type: none"> • How do you introduce yourself? • What words would you use to describe yourself? • How do you identify yourself? • How do you describe your environment? | Unit Enduring Understandings <ul style="list-style-type: none"> • Cultural differences when addressing adults vs. friends. • People’s personality traits vary and are not necessarily related to culture. • Differences in word order in English compared to target language. |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Demonstrate comprehension of spoken words related to personality traits, nationality, and environment. • Interpret simple descriptions. • Ask and respond to questions about personality traits. • Exchange information that describes the personality of a person using words and phrases. • Copy and write personality trait vocabulary words. • Present information about themselves orally and in writing. | |
| Evidence of Learning | |

| | | |
|---|--|---|
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Write paragraph about self and environment in target language | <p>Technology Integration</p> <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games |
| <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com | | |
| <p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <p>Computers</p> <p>Websites</p> <p>Whiteboards</p> <p>SMART Board</p> <p>Teacher created activities (handouts, projects, etc.)</p> <p>District selected textbooks</p> | | |
| <p>Teacher Notes:</p> <p>http://www.wordreference.com Reputable translation website</p> <p>http://www.quia.com Practice quizzes and vocabulary reinforcement</p> <p>http://www.quizlet.com Quiz generator and practice</p> <p>http://getkahoot.com Practice quizzes</p> | | |

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 8.2 Overview

Content Area: World Languages

Unit Title: Family & Celebrations (Unit 8.2)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will explore families, relationships, and celebrations using a range of culturally authentic learning materials. They will reflect on their own families and how to describe them, develop an understanding of why families celebrate certain occasions, and consider the similarities and differences that exist between cultures when celebrating those occasions. They will develop an understanding of the traditions and customs of their peers, and consider the influence of culture on celebrations. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Performing Arts; Technology

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale By grounding a study of family and celebrations in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own unique family traditions, customs, and celebrations and compare their own cultural views with the products, practices, and perspectives of others.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- All cultures celebrate special occasions.
- Family dynamic varies across cultures.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #

Cumulative Progress Indicator (CPI)

| Interpretive Mode | |
|--|--|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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. |
| Interpersonal Mode | |
| 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.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 topics studied in other content areas. |
| Presentational Mode | |
| 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.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 cultural products and imitate cultural practices from the target culture(s). |
| Unit Essential Questions <ul style="list-style-type: none"> • What is a family? • Who is invited to family celebrations? • How do cultures celebrate special occasions? • Why are special events celebrated? | Unit Enduring Understandings <ul style="list-style-type: none"> • All cultures celebrate special familial events. • Family dynamics vary across cultures. • The way in which families celebrate special events often varies by culture. • Many cultures celebrate similar events. |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Understand and interpret written and spoken language about the family and celebrations. • Compare and contrast cultural products, practices, and perspectives related to how, why, and what families celebrate. • Exchange information about ways to describe family members and celebrate family gatherings with peers. • Present projects to the class related to family and celebrations. • Create materials that demonstrate an understanding of family and celebrations. | |
| Evidence of Learning | |

| | | |
|---|---|---|
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Write paragraph about family in target language. ● Create a family tree | <p>Technology Integration</p> <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research about family structure and celebrations in target language cultures |
| <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com | | |
| <p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <p>Computers</p> <p>Websites</p> <p>Whiteboards</p> <p>SMART Board</p> <p>Teacher created activities (handouts, projects, etc.)</p> <p>District selected textbooks</p> | | |
| <p>Teacher Notes:</p> <p>http://www.wordreference.com Reputable translation website</p> <p>http://www.quia.com Practice quizzes and vocabulary reinforcement</p> <p>http://www.quizlet.com Quiz generator and practice</p> <p>http://getkahoot.com Practice quizzes</p> | | |

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 8.3 Overview

Content Area: World Languages

Unit Title: House & Home (Unit 8.3)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will explore the house and home using a range of culturally authentic learning materials. They will reflect on their own home, develop an understanding of household chores, and consider the impact of climate and culture on home design and decor. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Science; Performing Arts

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Civic Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale By grounding a study of the house and home in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own community, homes, and responsibilities, as well as compare their own cultural views with the products, practices, and perspectives of others.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Home construction and decor are dependent upon both climate and culture.
- Household chores for children vary across cultures.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

| | |
|--|--|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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. |
| Interpersonal Mode | |
| 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.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 topics studied in other content areas. |
| Presentational Mode | |
| 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). |
| Unit Essential Questions <ul style="list-style-type: none"> • What are the rooms in a house and what are they used for? • How does climate impact the ways homes are designed and constructed? | Unit Enduring Understandings <ul style="list-style-type: none"> • Home construction is more dependent on climate than culture. • The way in which a house is decorated is dependent on culture. |
| Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Understand and interpret written and spoken language about the house and home. • Compare and contrast cultural products, practices, and perspectives related to household chores. • Exchange information about ways to decorate a home with peers. • Present your ideal home to the class. • Create materials that promote the sale of a house. | |
| Evidence of Learning | |

| | | |
|---|---|--|
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Create a presentation about a house in the target language | <p>Technology Integration</p> <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast homes in target cultures with the USA. |
| <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com | | |
| <p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <p>Computers</p> <p>Websites</p> <p>Whiteboards</p> <p>SMART Board</p> <p>Teacher created activities (handouts, projects, etc.)</p> <p>District selected textbooks</p> | | |
| <p>Teacher Notes:</p> <p>http://www.wordreference.com Reputable translation website</p> <p>http://www.quia.com Practice quizzes and vocabulary reinforcement</p> <p>http://www.quizlet.com Quiz generator and practice</p> <p>http://getkahoot.com Practice quizzes</p> | | |

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 8.4 Overview

Content Area: World Languages

Unit Title: Restaurant (Unit 8.4)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will explore food, mealtimes, and eating in a restaurant using a range of culturally authentic learning materials. They will reflect on their own eating habits, and develop an understanding of restaurant etiquette, and consider the influence of culture on the menu. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Health & Physical Education; Performing Arts For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale By grounding a study of food, meals, and social dining in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own dining habits and compare their own cultural views with the products, practices, and perspectives of others.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages:* <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Expected punctuality for social events, such as dinner at a restaurant, varies by culture.
- It is not uncommon for restaurants in target language countries to combine dining with a cultural performance.
- Meal times and portion size may vary by culture.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #

Cumulative Progress Indicator (CPI)

| Interpretive Mode | |
|--|---|
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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. |
| Interpersonal Mode | |
| 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 topics studied in other content areas. |
| Presentational Mode | |
| 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). |
| Unit Essential Questions <ul style="list-style-type: none"> ● What is the origin of certain foods? ● Where can restaurants be found? ● Who, typically, shares meals together? ● When do people go to restaurants? ● Why are restaurants popular? | Unit Enduring Understandings <ul style="list-style-type: none"> ● Most cultures use restaurants as places where families and friends gather. ● The cuisine of restaurants is determined by cultural likes and dislikes. ● Culture influences what one eats at different mealtimes. ● The time of day in which people eat different meals is determined by culture. |
| Unit Learning Targets | |

Students will ...

- Understand and interpret written and spoken language about food, meals, and restaurants.
- Compare and contrast cultural products, practices, and perspectives related to dining out and cuisines.
- Exchange information about ways to prepare meals with peers.
- Exchange information about ways to enjoy going to restaurants with peers.
- Create and present a restaurant menu to the class.

Evidence of Learning

Formative Assessments

- Teacher observation
- Role play/skits
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards

Summative Assessments

- Projects
- Quizzes
- Oral Presentations
- Create a culturally authentic menu
- Present a skit about eating in a restaurant

Technology Integration

- SMART Board activities
- Online quizzes
- Kahoot games
- Research and compare eating habits and restaurants in the USA to target cultures

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Computers

Websites

Whiteboards

SMART Board

Teacher created activities
(handouts, projects, etc.)

District selected textbooks

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Unit 8.5 Overview

Content Area: World Languages

Unit Title: Travel (Unit 8.5)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will explore people, places, and countries with a focus on geography and prepositions. They will reflect upon their own vacationing preferences, develop an understanding of transportation choices, and consider popular vacation destinations in target language countries. Students will learn vocabulary words that describe the position of objects and people and study the grammatical uses of prepositions. Furthermore, they will learn to give and receive directions and practice this through imaginary excursions to various target language countries.

Primary interdisciplinary connections: Language Arts; Social Studies; Technology; Performing Arts

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: Global Awareness; Life skills; Economic; Financial Literacy.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness of geography and about where the people whom they are learning about live provides the students with a spatial conceptualization of the world and the cultural environment of target language countries. Students will scaffold their knowledge by first being introduced to prepositions and then gradually build on that base in order to introduce culture and geography as well as provide them with the framework to communicate directions and describe the relative location of places and people to one another. Students will have an opportunity to critically reflect upon their own vacationing preferences and styles. By grounding students with a foundation of vocabulary, culturally authentic materials, and a safe environment to foster conversations in the target language, students will begin to develop strengthened communication skills.

Learning Targets

Standard 7.1 World Languages: 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. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Location of target language countries.
- Layout of towns in target language countries (European model “El centro”-town square).

| | |
|---|--|
| <ul style="list-style-type: none"> • Facts and information about places in the world in which target language is spoken. • While vacationing is common in all cultures, the amount of time available to vacation and the activities/destinations preferred do vary. • Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television websites, blogs, podcasts, wikis, etc. | |
| CPI # | Cumulative Progress Indicator (CPI) |
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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. |
| Interpersonal Mode | |
| 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 topics studied in other content areas. |
| Presentational Mode | |
| 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). |
| Unit Essential Questions <ul style="list-style-type: none"> • How many official target language countries are there? | Unit Enduring Understandings <ul style="list-style-type: none"> • The meaning of and uses of a preposition • Location of the target language countries. |

| | |
|--|--|
| <ul style="list-style-type: none"> ● What does the layout of a typical town look like in most target language countries? ● What is a preposition? ● Why do people go on a vacation? | <ul style="list-style-type: none"> ● How to give and receive directions. ● Cultural facts about various places in which target language is spoken. ● Vacationing is a component of many cultures. |
|--|--|

Unit Learning Targets

Students will ...

- Recognize gestures related to preposition words.
- Identify places on a map and determine their relative locations.
- Understand and interpret written and spoken language about vacationing.
- Imitate appropriate place and position gestures.
- Ask and respond to questions about the location of certain places on a map.
- Dramatize skits about asking for directions and traveling.
- Name and label cultural products and places.
- Exchange information about ways to have a fun vacation with peers.

Evidence of Learning

| Formative Assessments | Summative Assessments | Technology Integration |
|---|--|---|
| <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
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Practice quizzes