

To view the complete 2020 New Jersey Student Learning Standards for World Languages please visit:
[World Languages](#)

Unit: Multicultural Greetings	
<p>NJCCCS: 7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>NJSLS: • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Language is a product of culture. • Communication is the exchange of information and is used to create access to mutual understanding. 	
<p>Essential Questions: How will learning about global communities and cultures help students make connections and draw comparisons?</p>	<p>Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.</p>
<p>Knowledge, Skills, and Instructional Objectives: SWBAT greet each other in many languages of the world.</p>	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Classroom books • Library books -Duolingo 	<p>Suggested Vocabulary: Per languages introduced throughout the year</p> <p>Technology: Various internet resources 8.1.2.A.4; 8.1.2.A.2</p>
<p>Recommended Instructional Activities: <u>Whole Group</u></p> <ul style="list-style-type: none"> • Students model teacher pronunciation • Students respond to teacher's greetings <p><u>Small Group</u> Students greet each other in target languages</p>	
<p>Extension Strategies/Activities:</p>	

Cross-curricular Connections/Standards:

Language Arts: RI.K.4.;RI.1.4; RI.2.4; W.K.2.; W.1.3; W.2.2; W.2.3; NJSLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments:

- Class participation
- Teacher observation

Unit: Fall Multicultural Holidays

NJCCCS:

7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

NJSLS:

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

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

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

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

• **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.

• **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

How will learning about global communities and cultures help students make connections and draw comparisons?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT tell about the celebration of:

- Indian holiday, Diwali
- Mexican holiday, Día de los Muertos

Instructional Materials/Resources:

- Classroom books
- Library books
- Coloring activities
- Duolingo

Suggested Vocabulary**Technology:**

Various internet resources

	8.1.2.A.4; 8.1.2.A.2
Recommended Instructional Activities: Whole Group <ul style="list-style-type: none"> • Read aloud stories and make personal connections • Discussion about customs related to the celebrations of Diwali and Día de los Muertos 	
Extension Strategies/Activities:	
Cross-curricular Connections/Standards: Language Arts: RI.K.4.;RI.1.4; W.K.2.; W.1.3; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6	
Suggested Assessments: <ul style="list-style-type: none"> • Class participation • Teacher observation • Completed product or project 	

Unit: Winter Multicultural Holidays
NJCCCS: 7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to

<p>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.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
Big Ideas: <ul style="list-style-type: none"> • Language is a product of culture. • Communication is the exchange of information and is used to create access to mutual understanding. 	
Essential Questions: How will learning about global communities and cultures help students make connections and draw comparisons?	Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT tell about the celebration of:

- Swedish holiday, Festival of St. Lucia
- Jewish holiday, Hanukkah
- Christmas around the world, including the Mexican custom “Las Posadas”
- African-American holiday, Kwanzaa
- Chinese New Year
- St. Patrick’s Day

Instructional Materials/Resources:

- Classroom books and library books, including Sammy’s Spider
- Library books
- Coloring activities
- Art supplies
- Ingredients for Latkes and Irish Potatoes
- Duolingo

Suggested Vocabulary**Technology:**

Various internet resources
8.1.2.A.4; 8.1.2.A.2

Recommended Instructional Activities:**Whole Group**

- Read aloud stories and make personal connections
- Discussion about customs related to the celebrations of: Festival of St. Lucia, Hanukkah, Christmas, Las Posadas, Kwanzaa, Chinese New Year, and St. Patrick’s Day
- Compare and contrast celebrations to those which are familiar to students
- Make Menorah, Kwanzaa placemats, Chinese lanterns

Small Group

Play Dreidel game

Extension Strategies/Activities:

- Make Chinese dragons
- Participate in school-wide Chinese New Year Parade
- Follow recipes to make Latkes and Irish Potatoes

Cross-curricular Connections/Standards:

Language Arts: RI.K.4.;RI.1.4; RI.2.4; W.K.2.; W.1.3; W.2.2; W.2.3; NJSLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments:

- Class participation
- Teacher observation
- Completed product or project

Unit: Family Heritage and Culture

NJCCCS:

7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to

understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

NJSLS:

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

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

• **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

• **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

How will learning about global communities and cultures help students make connections and draw comparisons?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT tell about their own heritage/culture and share knowledge with the class.

Instructional Materials/Resources:

- Book Molly's Pilgrim
- Pattern for "Ethnicity Doll"
- Art supplies

Suggested Vocabulary

Technology:

Various internet resources
8.1.2.A.4; 8.1.2.A.2

Recommended Instructional Activities:

Whole Group

- Teacher models examples of information to be gathered and of finished project
- Student presentations
- Duolingo

Small Group

Student interviews to gather data

Extension Strategies/Activities:

Cross-curricular Connections/Standards:

Language Arts: RI.K.4.;RI.1.4; RI.2.4; W.K.2.; W.1.3; W.2.2; W.2.3; NJSLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments:

- Class participation
- Teacher observation
- Completed product or project

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)