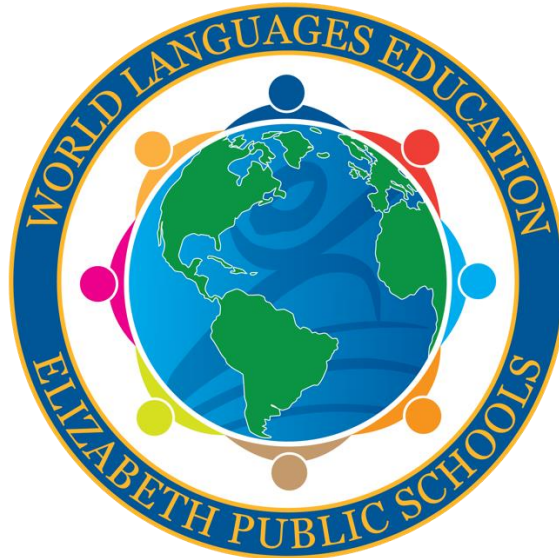




ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence



WORLD LANGUAGE DEPARTMENT

GRADES K-12

CURRICULUM GUIDE

Language and Communication

Language and communication are at the core of human existence. Schools must linguistically and culturally prepare students for a vigorous, interrelated, and technologically driven global society. As citizens of a diverse nation it is imperative that students acquire, develop, and maintain proficiency in one World Language in addition to English. The study of a World Language will effectively prepare our future youth with the basic skills necessary in order to function in today's world. The acquisition of a verbal language is a process by which individuals obtain the capability to comprehend, produce, and utilize words in order to communicate. There are a plethora of benefits in learning a World Language, which may include, but are not limited to:

Listening Skills: Research shows that learning a World Language provides students with more flexibility in thinking, greater sensitivity to language, a better ear for listening, and contributes a significant additional dimension to the concept of communication.

Speaking Skills: Develops fluent communicative skills, expresses cultural perspectives, and enhances participation in social practices.

Reading Skills: Acquiring a World Language helps students increase reading comprehension, vocabulary usage, and score higher in reading achievement.

Writing Skills: Learning a World Language further enhances the writing development of students as they can further analyze and synthesize written work. Students can maintain their writing skills sharp for use in their academic career, as well as the workplace.

Cultural Pluralism: Enables students to interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different cultures. It also offers language enrichment opportunities for students whose heritage language is not English. In addition, it provides students with a sense of personal satisfaction and enjoyment in the ability to communicate with people from other cultures. Learning a new language enables students to take their place in a multicultural community and a multilingual world.

Career Development: Provides a competitive edge in career choices and in professional development.

Students can realize their personal, social, and long-term career goals. Individuals need to be able to communicate with others skillfully, appropriately, and effectively.

Global Economy: Provides students with the tools to become multilingual and multicultural resources for businesses in America and beyond borders based in the state of New Jersey. It increases students' ability to network with others across international boundaries, and intensifies their knowledge of human experience.

Cognitive Benefits: Strengthens critical-thinking skills through problem solving, conceptualizing, creativity, and reasoning. Facilitates acquisition of subsequent languages and develops the skills and habits essential to the learning process.

Research shows that students who have acquired an understanding of how a language works have the ability to transfer these skills in order to learn other new languages. Exploring a World Language helps students attain confidence and encourages them to take learning risks.

Social Benefits: Expands the circle of friends and contacts; hence increases networking opportunities. Provides students with further rewarding travel opportunities.

Attainment of Higher Scores: Research shows that students who learn a World Language achieve expected gains and have higher scores on standardized tests in the major academic content areas.

ADOPTED 2020 NEW JERSEY STUDENT LEARNING Standards (NJSLS)

On June 3, 2020, the State Board of Education adopted the 2020 NJSLS for World Languages. Districts will be required to adopt curricula based on the 2020 New Jersey Student Learning Standard 7: World Languages by September 2021.

Intent and Spirit of the World Languages Standard 7

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the statedesignated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

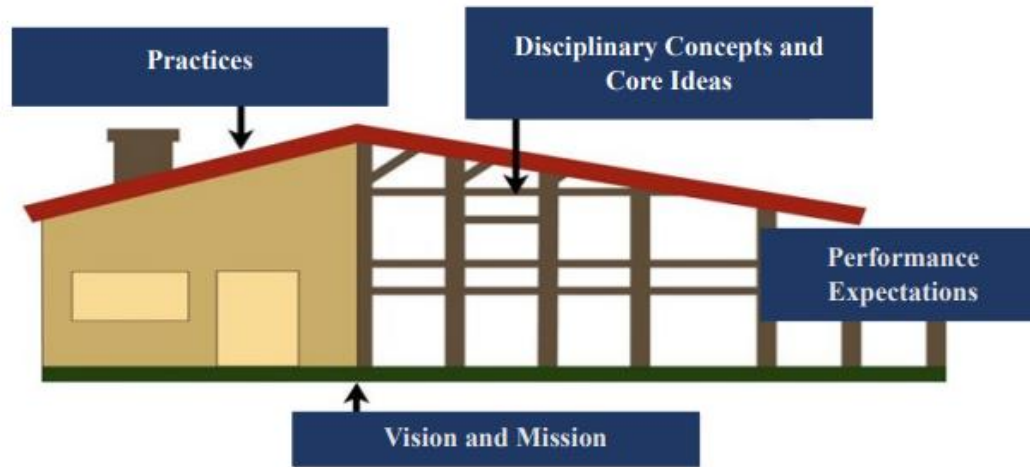
Revised Standards (adopted from NJDOE website)

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;

- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.



In this diagram:

- The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
<ul style="list-style-type: none">• Novice Low• Novice Mid• Novice High• Intermediate Low• Intermediate Mid• Intermediate High• Advanced Low	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

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

Language Proficiency Levels

Unlike other content areas, the NJSL – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- **Performance** is defined as how well a learner uses language acquired in a classroom setting.

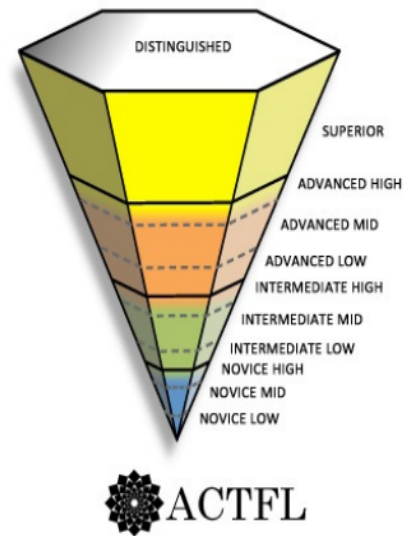
- **Proficiency** is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

Assessing Performance	Assessing Proficiency
<i>Based on instruction:</i> Describes what the language learner can demonstrate based on what was learned	<i>Independent of specific instruction or curriculum:</i> Describes what the language user can do regardless of where, when or how the language was acquired
<i>Practice:</i> Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	<i>Spontaneous:</i> Tasks are non-rehearsed situations
<i>Familiar content and context:</i> Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	<i>Broad content and context:</i> Context and content are those that are appropriate for the given level
<i>Demonstrated performance:</i> To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	<i>Sustained performance across all the tasks and contexts for the level:</i> To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- *Novice Low*: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- *Novice Mid*: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- *Novice High*: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Low*: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Mid*: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate High*: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- *Advanced Low*: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Figure 1: ACTFL Proficiency Levels

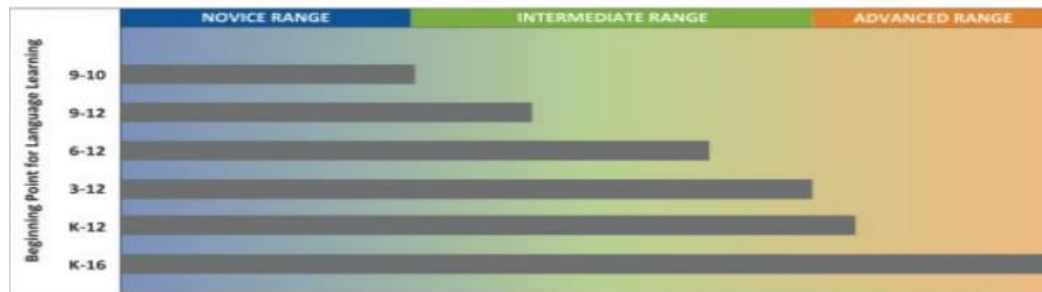


Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

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

Figure 2: Time as a Critical Component for Developing Language Performance



GRADE BANDS, PROFICIENCY TARGETS, AND CORE IDEAS

Grade Bands, Proficiency Targets, and Core Ideas

The NJSLS – WL is organized in grade bands (K–2, 3-5, 6–8, 9–12). Within each band, the modes of communication (interpretive, interpersonal, and presentational) are explicated by core ideas, intercultural understandings, and targeted proficiency levels. Further, clear expectations guide users by giving performance examples describing what students can do with the language they are learning at the targeted level. The guide is sequential, organized as a continuum toward higher levels of proficiency.

The intercultural statements build upon the American Council on the Teaching of Foreign Languages (ACTFL) statements for Intercultural Communication (Moeller & Yu, 2015) and provide examples for students to use the target language and knowledge of culture to improve Intercultural Communicative Competence. The statements underscore the intricate relationship between language and culture by providing examples of the products and practices that learners may encounter and understand at different levels of proficiency. Intercultural Communicative Competence is essential for establishing effective and positive relationships across cultural boundaries.

The Seal of Biliteracy

The State Seal of Biliteracy (N.J.A.C. 6A: 8-5.3) identifies graduating high school students who are able to demonstrate high levels of proficiency in English in addition to one or more world languages. The Seal of Biliteracy seeks to: encourage students to study languages; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and award academic credit to applicants seeking admission; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of communities. Students who meet all requirements to be eligible for a Seal of Biliteracy receive a notation on local transcripts and a certificate from the New Jersey Department of Education.

Philosophy and Goals

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

American Sign Language (ASL)

The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face unique challenges due to the modality differences between speaking and signing. This involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

Classical languages

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

Heritage-languages

Heritage-language students may be: (1) newly-arrived immigrants to the United States,

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

2020 NJSLS-World Languages

7.1 World Languages Novice Low by the End of Grade 2

Interpretive Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Interpersonal Mode of Communication

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> 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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Presentational Mode of Communication

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea	Performance Expectations
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

2020 NJSL-S-WL

7.1 World Language Novice Mid by the End of Grade 5

*By the end of grade 8 if new language is started in middle school

*By the end of grade 12 if new language is started in high school

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, school supplies and routines, pets, weather.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.</p>

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.</p>

Presentational Mode of Communication

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

Core Idea	Performance Expectations
<p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.</p>

2020NJSL 7.1 WL Novice High by the End of Grade 8 (By the end of grade 12 if new language is started in high school)

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Intercultural Statements	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Core Idea	Performance Expectations
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

2020 New Jersey Student Learning Standards– World Languages

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.II.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.II.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.II.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. • 7.1.II.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.II.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.II.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, technology, climate, immigration, population, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).</p>

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>

Intercultural Statements	Possible Topics
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

2020 NJSLS 7.1 WL Intermediate Mid by the End of Grade 12

Interpretive Mode of Communication

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Immigration, history, visual and performing arts, literature, climate, subject area content, population.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.</p>

Interpersonal Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Immigration, climate change, population, visual and performing arts, literature.</p>

Intercultural Statements	Possible Topics
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.</p>

Presentational Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Immigration, climate change, population, visual and performing arts, literature.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.</p>

2020 NJSL 7.1 WL Intermediate High by the End of Grade 12

Interpretive Mode of Communication

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners’ own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students’ own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

Interpersonal Mode of Communication

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

Presentational Mode of Communication

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

2020 NJSLA 7.1 WL Advanced Low by the End of Grade 12

Interpretive Mode of Communication

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. • 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. • 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. • 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. • 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. • 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. • 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. • 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. • 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. • 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.

Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames. • 7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames. • 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames. • 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. • 7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. • 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

Presentational Mode of Communication

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Core Idea	Performance Expectations	Intercultural Statements	Possible Topics
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture. 	<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.</p> <p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections in the target culture and in students' own culture, examination and comparisons of discrimination and other conflicts that affect the world, and the allocation of scarce resources and the impact on the target culture(s) and students' own culture.</p>

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

21 st Century Life & Careers			
21 st Century Themes <i>Check all that apply.</i>		21 st Century Skills <i>Indicate whether these skills are E- Encouraged, T- Taught, or A- Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
X	Global Awareness	E, T, A	Creativity and Innovation
X	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
X	Health Literacy	E, T, A	Communication
	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Career Readiness, Life Literacies, and Key Skills Practices

- 9.1 Personal Financial Literacy
- 9.2 Career Awareness, Exploration, and Preparation
- 9.3 21st Century Life and Career
- 9.4 Life Literacy and Key Skills

- 9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CT.1:** Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.8:** Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
- 9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

CLKS

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Computer Science & Design Thinking

Practices

2 Collaborating Around Computing and Design- Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working

independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts.

7 Communicating About Computing and Design-Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Gifted and Talented

1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.

1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.

1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.

1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.

1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.

1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.

1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.

2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.

2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.

2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.

3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.

3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.

3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.

4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.

- 4.2.1. Educators provide learning environments for both solitude and social interaction.
- 4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
- 4.4.2. Educators model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors.
- 4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
- 4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Science:

- Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2).
- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3).
- Systems may interact with other systems; they may have subsystems and be a part of larger complex systems. (MS-LS1-3).
- Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (MS-LS1-3).
- Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS1-8).
- Small changes in one part of a system might cause large changes in another part. (MS-LS2-4), (MS-LS2-5)
- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)
- Graphs, charts, and images can be used to identify patterns in data. (MS-LS4-1), (MS-LS4-3)
- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and applying that knowledge wisely in decisions and activities. (MS-ESS3-5)

Social Studies:

- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
 - 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
 - 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
 - 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
-

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

English Language Arts:
Language Domain Anchor

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading Domain Anchor

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing Domain Anchor

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.

They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain Anchor

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

What is the Curriculum- UNITS OF STUDY

The model curriculum (version 1.0) includes all standards of the grade-level content organized into five units of study, each with targeted SLOs, intended for six weeks of instruction each. Each unit contains the content of the grade that can be reasonably taught to proficiency in a six-week time period. The sequence of units in the model curriculum is a purposeful sequence of the target skills for each unit in each grade or course. The included formative assessments allow for measuring student proficiency of those target skills as the year of instruction progresses. In order to prepare individuals who can function in a society that revolves around the definition of technology it has been necessary to develop standards of education that address the needs of a progressive generation which demands a technological training.

The use of technology in the world Language class allows students to increase vital tools for lifelong learning. Integrating technology significantly encourages students to be active members in the Information Age, permits pupils to gain skills in the use of a world language and the effective employment of technology tools. Furthermore, using technology in world language lessons help teachers create a variety of activities that reach different learning styles. Some technological tools that can be used in a world language classroom may include, but are not limited to, computers, audio recorders, TV's, word processors, multimedia, hypermedia, interactive boards, calculators, telephone, video cameras, and overhead projector.

In grades 9-12, students demonstrate advanced computer operation and application skills by publishing products related to real-world situations (e.g., digital portfolios, digital learning games and simulations), and they understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, at school, and in structured learning experiences, with the growing realization that people in the 21st century are interconnected economically, socially, and environmentally and have a shared future.

The recursive nature of second language instruction requires that most Cumulative Progress Indicators be addressed in many contexts and in multiple units throughout a proficiency level.

- Unit 1: All About Me
- Unit 2: School Days
- Unit 3: Migratory Animals
- Unit 4: Home, Sweet Home
- Unit 5: Going Green
- Unit 6: Food, Glorious Food
- Unit 7: Celebrations

ALL ABOUT ME

CELEBRATIONS

SCHOOLS DAYS

WORLD LANGUAGE
UNITS OF STUDY

MIGRATORY
ANIMALS

FOOD,
GLORIOUS
FOOD

GOING GREEN

HOME SWEET
HOME

Student Learning Objectives

Unit 1 All About Me

#	STUDENT LEARNING OBJECTIVES
1	Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes. Click here for the “Can-Do” Statement.
2	Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication. Click here for the “Can-Do” Statement.
3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios. Click here for the “Can-Do” Statement.
4	Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). Click here for the “Can-Do” Statement.
5	Describe self and others. Click here for the “Can-Do” Statement.
6	List culturally specific and personal pastime activities. Click here for the “Can-Do” Statement.
7	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation. Click here for the “Can-Do” Statement.

Unit 2

#	STUDENT LEARNING OBJECTIVES
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities. Click here for the “Can-Do” Statement.
2	Use physical response to demonstrate understanding of classroom routines. Click here for the “Can-Do” Statement.
3	Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language. Click here for the “Can-Do” Statement.
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts. Click here for the “Can-Do” Statement.

Unit 3: Home Sweet Home

#	STUDENT LEARNING OBJECTIVES
1	<p>Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.</p> <p>Click here for the “Can-Do” Statement.</p>
2	<p>Skim and scan culturally authentic texts to identify cultural products and practices related to home life.</p> <p>Click here for the “Can-Do” Statement.</p>
3	<p>Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.</p> <p>Click here for the “Can-Do” Statement.</p>
4	<p>Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.</p> <p>Click here for the “Can-Do” Statement.</p>
5	<p>Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.</p> <p>Click here for the “Can-Do” Statement.</p>

Unit 4: Food, Glorious Food

#	STUDENT LEARNING OBJECTIVES
1	<p>Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>
2	<p>Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>
3	<p>Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.</p> <p>Click here for the “Can-Do” Statement.</p>

4	Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. Click here for the “Can-Do” Statement.
5	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. Click here for the “Can-Do” Statement.

Unit 5: Celebrations

#	STUDENT LEARNING OBJECTIVES
1	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. Click here for the “Can-Do” Statement.
2	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. Click here for the “Can-Do” Statement.
3	Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture. Click here for the “Can-Do” Statement.
4	Dramatize an authentic song or recite a poem associated with a target culture celebration. Click here for the “Can-Do” Statement.

Unit 6: Migratory Animals

#	STUDENT LEARNING OBJECTIVES
1	Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration. Click here for the “Can-Do” Statement.
2	Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication. Click here for the “Can-Do” Statement.
3	Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language). Click here for the “Can-Do” Statement.
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory

	<p>animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation.</p> <p>Click here for the “Can-Do” Statement.</p>
--	--

Unit 7: Going Green!

#	STUDENT LEARNING OBJECTIVES
1	<p>Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>
2	<p>Give and follow directions regarding environmental practices.</p> <p>Click here for the “Can-Do” Statement.</p>
3	<p>Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language.</p> <p>Click here for the “Can-Do” Statement.</p>
4	<p>Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.</p> <p>Click here for the “Can-Do” Statement.</p>

2020 NJSLS-World Languages

7.1 World Languages Novice Low by the End of Grade 2

Interpretive Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea	Performance Expectation
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> 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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Interpersonal Mode of Communication

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Presentational Mode of Communication

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea	Performance Expectations
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

2020 NJSL-S-WL

7.1 World Language Novice Mid by the End of Grade 5

*By the end of grade 8 if new language is started in middle school

*By the end of grade 12 if new language is started in high school

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.



Presentational Mode of Communication

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

Core Idea	Performance Expectations
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

ACTFL Can Do Statements

NOVICE PROFICIENCY BENCHMARK	
COMMUNICATION	
 INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
 INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
 PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

NOVICE INTERCULTURAL COMMUNICATION



INVESTIGATE

In my own and other cultures **I can** identify products and practices to help me understand perspectives.



INTERACT

I can interact at a survival level in some familiar everyday contexts.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

What can I understand, interpret or analyze in authentic informational texts?

PERFORMANCE INDICATORS

NOVICE LOW

I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

NOVICE MID

I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

NOVICE HIGH

I can identify the topic and some isolated facts from simple sentences in informational texts.

What can I understand, interpret or analyze in authentic fictional texts?

PERFORMANCE INDICATORS

NOVICE LOW

I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

NOVICE MID

I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.

NOVICE HIGH

I can identify the topic and some isolated elements from simple sentences in short fictional texts.

What can I understand, interpret or analyze in conversations and discussions?

PERFORMANCE INDICATORS

NOVICE LOW

I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

NOVICE MID

I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.

NOVICE HIGH

I can understand familiar questions and statements from simple sentences in conversations.



INTERPERSONAL COMMUNICATION
 PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	<i>I can</i> request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

How can I meet my needs or address situations in conversations?

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	<i>I can</i> interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

How can I express, react to, and support preferences and opinions in conversations?

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	<i>I can</i> express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

How can I present information to narrate about my life, experiences and events?

PERFORMANCE INDICATORS

NOVICE LOW

I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

NOVICE HIGH

I can present personal information about my life and activities, using simple sentences most of the time.

How can I present information to give a preference, opinion or persuasive argument?

PERFORMANCE INDICATORS

NOVICE LOW

I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

NOVICE HIGH

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

How can I present information to inform, describe, or explain?

PERFORMANCE INDICATORS

NOVICE LOW

I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

NOVICE MID

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

NOVICE HIGH

I can present on familiar and everyday topics, using simple sentences most of the time.



NOVICE

INTERMEDIATE

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.	In my own and other cultures I can compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures I can identify some typical practices related to familiar everyday life.	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.



	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACT Interact With Others In And From Another Culture	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Links:

Career Clusters: Postsecondary education and career pathways

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

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

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Examples of Safe Practices

- Wear a helmet when playing football, hockey, baseball, softball or when biking, skateboarding, inline skating, skiing, or snowboarding.
- Use eye protection. Goggles are often worn for soccer, basketball, racquet sports, snowboarding, street hockey, and baseball and softball when fielding.
- Wear appropriate footwear. Playing football, baseball, softball, and soccer require cleats.
- Mouth guards are essential when playing sports such as football, basketball, hockey, volleyball, martial arts, boxing, and wrestling.
- Use wrist, knee, and elbow guards to prevent fractures, breaks and cuts.
- Drink plenty of water.
- Stretch before starting a sporting activity.
- Follow traffic regulations when biking and skateboarding.

Examples of Video clips (safe practices) in various languages:

- Portuguese [Use a helmet](#)
- Spanish [Follow traffic regulations when biking and skateboarding](#)
[Use a helmet](#)
[Use a helmet](#)
- French [Bike Safety](#)

Have students create an electronic poster promoting the safe practice they just finished watching on the video. They can use images and slogans to illustrate the safe practice.

Chart results can be found in the sports section of various online target language newspapers. Click [here](#) for a website that posts game- times and scores. You can also create your own charts using Excel or Microsoft Word.

Suggested comprehension questions for charts: Who plays at 10:00 A.M.? Who plays against Real Madrid? Who plays before school ends? You can also have students create questions for the charts. Then have students ask the questions to their peers.

Examples of readings (safe practices) in various languages

- French/Spanish/Italian [Bike Safety](#)
- Use [Skype](#), a free application, to interact with students internationally.

Scaffolding is an instructional technique where the teacher models the desired learning task, then gradually shifts responsibility to the students. Before having students talk on Skype, make a conference call to model appropriate greetings/leave takings. Also, use a graphic organizer to help students arrange their thoughts before they begin a conversation on Skype. Pre-writing questions and affirmations in the target language will make their conversation flow more easily.

Favorite Sports/Safety

Greetings	Questions	Affirmations	Leave takings
<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>

Greetings	Questions	Affirmations	Leave takings
<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>

May I speak to Marta?	What is your favorite sport?	Really?	I have to go.
-----------------------	------------------------------	---------	---------------

- Watch public service announcements with no sound. Then have students create meaning for the announcements.

Role plays will give students the opportunity to practice the language naturally. Memorized dialogues do not help students produce spontaneous language. The following is an example of a situation that can help spark interest on bike safety.

Give each student in the class either scenario A or B. Allow students 5 minutes to write phrases or vocabulary that can be used in their situation. They will not be able to practice beforehand. Randomly choose students to perform their situation (A with B). They will have 1 ½ minutes to perform in front of their peers.

A.

You and your best friend are very excited about your biking trip tomorrow. You will be mountain biking through a reservation and going through some rough terrain. Although you always wear your helmet, you are nervous that your best friend will not wear his or her helmet. Share with your friend a minimum of three reasons why he/she should wear a helmet tomorrow.

B.

You are extremely excited about biking with your friend tomorrow. You never wear your helmet because it's uncomfortable and a not "cool". You are pretty sure your friend will be wearing his/hers, but you are embarrassed to be around him/her with it on. Share with your friend a minimum of three reasons why you will not be wearing a helmet tomorrow.

A **Blog** is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. You can use it as an assessment tool as students post their thoughts and answers to your questions and other students' posts.

Wikispaces are simple web pages that groups can edit together. Starting your wiki at Wikispaces is fast, free, and easy. Click below for help on creating and maintaining a classroom blog.

[FLENJTech - Mina Kim](#)

Suggested questions to spark blog conversation:

- Do you wear a helmet when you bike?
- Do you dismount from your bike when you cross the street?
- What type of protective gear do you use when you play your favorite sport?
- Is it "cool" to be safe? Why or why not?
- How can you convince your friend to wear a helmet?
- How much water do you drink when you play sports?

Spanish K-2 Year at a Glance	
Units	ALL ABOUT ME HOME SWEET HOME SCHOOL DAYS CELEBRATIONS
WEEKS	Suggested Objectives: -Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. Describe orally and in writing people and things from the home and school environment. States and conditions and feelings; expressions for extending, accepting, and declining invitations.

	<p>familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>Exchange basic information by recombining memorized words, phases, and sentences</p> <p>About school items, subjects, schedules and extracurricular activities</p> <p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
Vocabulary	<p>Suggested vocabulary:</p> <ul style="list-style-type: none"> -greetings <p>Recognize beginning vowel sounds</p> <ul style="list-style-type: none"> -State days of the week -State months of the Year -State address. -Identify and state colors in Spanish <p>Identify and state shapes in Spanish</p> <p>Identify groups of objects by number in Spanish</p> <ul style="list-style-type: none"> -Expressions of likes and dislikes -Activities associated with school
Grammar	<p>Suggested Grammar:</p> <ul style="list-style-type: none"> -Subject pronouns -verbs “ser,” “estar”, and “tener”. -singular and plural nouns -Verbs “gustar”, and “encantar” -Possessive adjectives -Adjectives and expressions for feelings and emotions. -Adjectives -prepositions of location- -Expressing likes and dislikes and School places -commands
Culture	<p>Suggested but Not limited to:</p> <ul style="list-style-type: none"> -Articles nouns and countries. <p>Greetings in Spanish</p> <p>Location in the map for Spanish speaking country (teachers choice of country)</p> <ul style="list-style-type: none"> - Music styles Students describe American school life and target culture school life and identify similarities and differences.
Instructional Materials	<p>VHL LISTOS</p> <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Descubre el Español con Santillana B</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p> <p>http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>

Spanish 3-5 Year at a Glance

Units	ALL ABOUT ME HOME SWEET HOME SCHOOL DAYS CELEBRATIONS
WEEKS	<p>Suggested Objectives:</p> <ul style="list-style-type: none"> -Exchange basic information by recombining memorized words, phases, and sentences on topics related to self and targeted themes to express original ideas and information. Describe orally and in writing people and things from the home and school environment. States and conditions and feelings; expressions for extending, accepting, and declining invitations. familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. Exchange basic information by recombining memorized words, phases, and sentences About school items, subjects, schedules and extracurricular activities Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
Vocabulary	<p>Differentiate by Levels of Communication: Novice Low if language was not taken on grades k-3- Novice Mid if language was taken on grades k-3</p> <p>Suggested vocabulary:</p> <ul style="list-style-type: none"> -greetings Recognize beginning vowel sounds -State days of the week -State months of the Year -State address. -Identify and state colors in Spanish Identify and state shapes in Spanish Identify groups of objects by number in Spanish -Expressions of likes and dislikes -Activities associated with school
Grammar	<p>Differentiate by Levels of Communication: Novice Low if language was not taken on grades k-3- Novice Mid if language was taken on grades k-3</p> <p>Suggested Grammar:</p> <ul style="list-style-type: none"> -Subject pronouns -verbs “ser,” “estar”, and “tener”. -singular and plural nouns -Verbs “gustar”, and “encantar” -Possessive adjectives -Adjectives and expressions for feelings and emotions. -Adjectives -prepositions of location- -Expressing likes and dislikes and School places -commands

Culture	Suggested but Not limited to: -Articles nouns and countries. Greetings in Spanish Location in the map for Spanish speaking country (teachers choice of country) - Music styles Students describe American school life and target culture school life and identify similarities and differences.
Instructional Materials	VHL LISTOS Resources for VHLCentral: https://go.vistahigherlearning.com Descubre el Español con Santillana B Regional Spanish music: music: https://en.wikipedia.org/wiki/Music_of_Latin_America https://www.sochiese.cl/articulos/item/429-las-5-medidas-de-higiene-difundidas-por-la-oms-en-la-prevencion-del-covid-19
PBL	Teachers choice Suggested to use PBL from the Resources on VHLCentral: https://go.vistahigherlearning.com
Websites	http://vhlcentral.com www.conjuguemos.com https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm www.conjuguemos.com http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/ http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/ https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm

Spanish 6-8 Year at a Glance	
Units	ALL ABOUT ME HOME SWEET HOME SCHOOL DAYS CELEBRATIONS
WEEKS	Suggested Objectives: -Exchange basic information by recombining memorized words, phases, and sentences on topics related to self and targeted themes to express original ideas and information. Describe orally and in writing people and things from the home and school environment. States and conditions and feelings; expressions for extending, accepting, and declining invitations. familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

	<p>Exchange basic information by recombining memorized words, phrases, and sentences</p> <p>About school items, subjects, schedules and extracurricular activities</p> <p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
Vocabulary	<p>Suggested vocabulary:</p> <ul style="list-style-type: none"> -Describe yourself and others, State days of the week, Say where you are from, State address., Ask and answer personal questions, Expressions of likes and dislikes, Talk about personalities. <p>Classroom objects: School supplies, School Subjects, Calendar, Schedule, Activities associated with school, Places in the School</p> <p>People in the school</p> <p>Extracurricular activities and sports</p>
Grammar	<p>Differentiate by Levels of Communication: Novice Low if language was not taken on grades k-3- Novice Mid if language was taken on grades k-3</p> <p>Suggested Grammar:</p> <ul style="list-style-type: none"> -Subject pronouns -verbs “ser”, “estar”, and “tener”. -singular and plural nouns -Verbs “gustar”, and “encantar” -Possessive adjectives -Adjectives and expressions for feelings and emotions. -Adjectives -prepositions of location- -Expressing likes and dislikes and School places -commands
Culture	<p>Suggested but Not limited to:</p> <ul style="list-style-type: none"> -Articles nouns and countries. <p>Greetings in Spanish</p> <p>Location in the map for Spanish speaking country (teachers choice of country)</p> <ul style="list-style-type: none"> - Music styles Students describe American school life and target culture school life and identify similarities and differences.
Instructional Materials	<p>VHL LISTOS</p> <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Descubre el Español con Santillana B</p> <p>Regional Spanish music: music:</p> <p>https://en.wikipedia.org/wiki/Music_of_Latin_America</p> <p>https://www.sochiese.cl/articulos/item/429-las-5-medidas-de-higiene-difundidas-por-la-oms-en-la-prevencion-del-covid-19</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com</p> <p>www.conjuquemos.com</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p> <p>www.conjuquemos.com</p> <p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p>

	http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animos/ https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm
--	---

Year at a Glance 9-12

Unit 1	ALL ABOUT ME & WHAT MAKES ME- ME
Concepts	<p>Places in the community e.g. recreation, social services, entertainment -Community service opportunities-Community activities-The structures necessary to express preferences-Ordering words (e.g. first, second, then, next, finally)-Present-tense verbs necessary to inquire and talk about free time It is presupposed that students at the NH level will have acquired knowledge of the following: -Physical Characteristics-Personality qualities-Pastime activities-Expressions of likes and dislikes -The structures necessary to describe physical qualities and personality qualities, to express emotions, to tell age, and to express likes and dislikes</p>
Objectives	<ul style="list-style-type: none"> - Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. -Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). -Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.
Skills	<ul style="list-style-type: none"> - Identify main idea of an authentic text dealing with events in the community. -Demonstrate comprehension of series of oral and written directions related to places and events in the community. -Exchange information about their community and the target culture(s) community using digital tools such as blogs, wikis, and SKYPE. -Exchange information about community service opportunities available in their community and the target culture(s) community with individuals from the target culture using digital tools such as blogs, wikis, and SKYPE. -Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s)
Interdisciplinary Connection & Technology	<p>Technology -Use of digital tools. -Operate interactive games. -Interactive activities Language Arts/Linguistic Statements</p> <p>Art & Music -Create works of art. -Utilize songs to reinforce vocabulary and structure.</p> <p>Social Studies -The community around us.</p>

	<p>Math</p> <ul style="list-style-type: none"> -Counting, Graphing And Classifying
Instructional Materials	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad</p> <ul style="list-style-type: none"> -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Virtual reality Goggles</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com</p> <p>www.conjuguemos.com</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p> <p>www.conjuguemos.com</p> <p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p> <p>http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
Mode of Communication	<p>Interpretive:</p> <ul style="list-style-type: none"> -Interpret authentic written and video/audio texts such as blogs, community bulletin boards and advertisements that focus on community/cultural events and community service opportunities. <p>Interpersonal:</p> <ul style="list-style-type: none"> -Engage in short unrehearsed/ unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer questions related to the above. <p>Presentational:</p> <ul style="list-style-type: none"> -Use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s). <p>Interpretive: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -Ask for and give permission. -Express needs. -Give reasons. -Request, suggest, and make arrangements.

	<ul style="list-style-type: none"> -Extend, accept, and decline an invitation. -Express an opinion and preference. <p>Presentational: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life: -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest. <p>Cultural Content Statement(s): The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p>
--	--

Unit 2	SCHOOL DAYS
Concepts	School Subjects <ul style="list-style-type: none"> -Classroom objects -School supplies -Activities associated with school -Ordinal numbers -Question words -Numbers for telling time -Expressions associated with telling time (i.e. morning, afternoon, evening) -The structures necessary to express time -The structures necessary to ask and respond to questions related to school activities in the present time frame -Memorized and frequently practiced
Objectives	Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture. <ul style="list-style-type: none"> -Demonstrate understanding of commands related to school routine. -Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts. -Ask and answer memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication. -Inquire about and respond to questions about preferences related to school. -Compare school life in the home and target culture(s).
Skills	<ul style="list-style-type: none"> - Identify main idea of an authentic text dealing with events in the community. -Demonstrate comprehension of series of oral and written directions related to places and events in the community. -Exchange information about their community and the target culture(s) community using digital tools such as blogs, wikis, and SKYPE. -Exchange information about community service opportunities available in their community and the target culture(s) community with individuals from the target culture using digital tools such as blogs, wikis, and SKYPE. -Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s)
Interdisciplinary Connection & Technology	Technology <ul style="list-style-type: none"> -Use of digital tools. -Operate interactive games.

	<p>-Interactive activities Language Arts/Linguistic Statements Interpretive: can use words, lists, and simple sentences independently to: -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Art & Music -Create works of art. -Utilize songs to reinforce vocabulary and structure.</p> <p>Social Studies -The community around us.</p> <p>Math -Counting, Graphing And Classifying</p>
Instructional Materials	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites Resources for VHLCentral: https://go.vistahigherlearning.com Virtual reality Goggles</p>
PBL	<p>Teachers choice Suggested to use PBL from the Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com www.conjuguemos.com https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm www.conjuguemos.com http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/ http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/ https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
Mode of Communication	<p>Interpretive: -Interpret authentic written and video/audio texts such as blogs, community bulletin boards and advertisements that focus on community/cultural events and community service opportunities.</p> <p>Interpersonal: -Engage in short unrehearsed/ unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer questions related to the above.</p> <p>Presentational: -Use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural</p>

	<p>practices related to community and cultural events that occur in the home and target culture(s).</p> <p>Interpersonal: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: -Initiate, maintain, and end a conversation. -Ask for and give permission. -Express needs. -Give reasons. -Request, suggest, and make arrangements. -Extend, accept, and decline an invitation. -Express an opinion and preference. <p>Presentational: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life: -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest. <p>Cultural Content Statement(s): The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p>
--	--

Unit 3	HOME, SWEET HOME
Concepts	<ul style="list-style-type: none"> -Types of furniture found in the home -Names of rooms in the home -Common household items used in each room -Common household chores -Characteristics of a home -The structures necessary to: -Describe homes -Describe the contents of homes -Memorized and frequently practiced questions related to:-Rooms in the home- Location of items in the home -Family responsibilities and chores <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> -The structures necessary to: <ul style="list-style-type: none"> -State a preference or an opinion -Express like and dislike Indicate location -Give and respond to commands (as memorized chunks)
Objectives	<ul style="list-style-type: none"> -Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.

	<ul style="list-style-type: none"> -Skim and scan culturally authentic texts to identify cultural products and practices related to home life. -Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language. -Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. -Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.
Skills	<ul style="list-style-type: none"> Identify household chores found in authentic materials from an electronic information source and other sources. -Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores. -Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. -Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. -Use memorized language to express preferences related to the division of household chores. -Compare homes in the target and home cultures. -Compare common household chores in the home culture with common chores in the target culture. -Create a tour of a home from the target culture. -Create multimedia rich visual representation of one's home or a home representative of the home culture. -Retell highlights from an authentic video or simple written text that includes description of the home and its contents. -Identify culturally specific household items and chores
Interdisciplinary Connection & Technology	<p>Technology</p> <ul style="list-style-type: none"> -Use of digital tools. -Operate interactive games. -Interactive activities <p>Language Arts/Linguistic Statements</p> <p>Interpretive: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Art & Music</p> <ul style="list-style-type: none"> -Create works of art. -Utilize songs to reinforce vocabulary and structure. <p>Social Studies</p> <ul style="list-style-type: none"> -The community around us. <p>Math</p> <ul style="list-style-type: none"> -Counting, Graphing And Classifying
Instructional Materials	Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad

	<ul style="list-style-type: none"> -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites <p>Resources for VHLCentral: https://go.vistahigherlearning.com Virtual reality Goggles</p>
PBL	<p>Teachers choice Suggested to use PBL from the Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com www.conjuguemos.com https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm www.conjuguemos.com http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/ http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/ https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
Mode of Communication	<p>Interpretive: Students will interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.</p> <p>Interpersonal: Students will engage in short unrehearsed/ unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.</p> <p>Presentational: They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.</p> <p>Interpretive: - communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpersonal: - understands and communicates at the word level and can use memorized words and phrases independently to: -Respond to learned questions. -Ask memorized questions. -State needs and preferences. -Describe people, places, and things.</p> <p>Presentational: - understands and communicates at the word level and can use memorized words and phrases independently to: -Make lists. -State needs and preferences. -Describe people, places, and things.</p> <p>Cultural Content Statement(s): Many products and practices related to home and community are shared across cultures; others are culture-specific.</p>

Units 4	FOOD- GLORIOUS-FOOD
Concepts	<p>Names of common vegetables, fruits, grains, proteins, and dairy items</p> <ul style="list-style-type: none"> -Colors -Names of common 'empty calorie' foods -Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) -Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) -Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) -Adjectives to describe size and shape of food <p>Culturally authentic gestures and practices associated with eating</p> <ul style="list-style-type: none"> -The structures necessary to: <ul style="list-style-type: none"> *Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?) *Extend, accept, and refuse an invitation -Memorized questions related to ordering and paying for a meal -Currency from target culture and conversion to American equivalent <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> -The structures needed to: <ul style="list-style-type: none"> -State a preference -Express likes and dislikes -Indicate location -Express time -Compare
Objectives	<ul style="list-style-type: none"> -Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores. -Skim and scan culturally authentic texts to identify cultural products and practices related to home life. -Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language. -Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. -Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.
Skills	Identify main idea of an authentic text dealing with food products and practices.

	<ul style="list-style-type: none"> -Demonstrate comprehension of a series of oral and written directions as related to food products and practices. -Recognize and use common gestures and cultural practices associated with food. -Ask memorized questions related to food preferences, products, and practices. <p>Answer simple questions related to food preferences, products, and practices.</p> <ul style="list-style-type: none"> -Engage in an unrehearsed conversation to order a meal. -Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.
Interdisciplinary Connection & Technology	<p>Technology</p> <ul style="list-style-type: none"> -Use of digital tools. -Operate interactive games. -Interactive activities <p>Language Arts/Linguistic Statements</p> <p>Interpretive: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Art & Music</p> <ul style="list-style-type: none"> -Create works of art. -Utilize songs to reinforce vocabulary and structure. <p>Social Studies</p> <ul style="list-style-type: none"> -The community around us. <p>Math</p> <ul style="list-style-type: none"> -Counting, Graphing, Classifying, metric system and fractions
Instructional Materials	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad</p> <ul style="list-style-type: none"> -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Virtual reality Goggles</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com</p> <p>www.conjuguemos.com</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p> <p>www.conjuguemos.com</p> <p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p> <p>http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p>

	http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm
Mode of Communication	<p>Interpretive: -Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.</p> <p>Interpersonal: -Students engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.</p> <p>Presentational: Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures.</p> <p>Interpretive: -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Interpersonal: Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. -Ask for and give permission. -Express needs. -Give reasons. -Request, suggest, and make arrangements. -Extend, accept, and decline an invitation. -Express an opinion and preference.</p> <p>Presentational: -Handle simple transactions</p> <p>related to everyday life: -Express needs. -Give reasons. -Express an opinion and preference. -Request and suggest.</p> <p>Cultural Content Statement(s): Healthy eating habits and fitness practices may vary across cultures.</p> <p>Cultural Content Statement(s): The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p>

Unit 5	CELEBRATIONS
Concepts	<ul style="list-style-type: none"> - Family members - Clothing -Names of authentic holidays -Seasons

	<ul style="list-style-type: none"> -Activities associated with planning , attending, and participating in celebrations -Structures needed to: <ul style="list-style-type: none"> *Ask and answer questions related to family members *Ask and answer questions related to clothing and preferences *Ask and answer questions related to when holidays and celebrations occur *Describe typical holidays *Describe activities that take place during holiday celebrations *Compare and contrast celebrations in the home and target culture The following items have been previously assessed and are being recycled in this unit: <ul style="list-style-type: none"> -How people greet and take leave in a target culture(s) -Pastime activities -Food -Days of the week -Months of the year -Colors -Structures needed to: <ul style="list-style-type: none"> *Express likes and dislikes *State preferences *Compare *Describe
Objectives	<p>Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.</p> <ul style="list-style-type: none"> -Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. -Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture. -Dramatize an authentic song or recite a poem associated with a target culture celebration..
Skills	<ul style="list-style-type: none"> - Identify culture-specific holidays, as found in culturally authentic video/audio/written texts. -Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts. -Recognize names of family members as found in culturally authentic video/audio/written texts. -Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. -Ask memorized questions related to family members. -Answer simple questions related to family members. -Ask memorized questions related to clothing. -Answer simple questions related to clothing. -Ask memorized questions related to celebrations in video/audio/written texts related to celebrations. -Ask memorized questions related to family members. -Answer simple questions related to family members. -Ask memorized questions related to clothing. -Answer simple questions related to clothing.

	-Ask memorized questions related to celebrations in invitation related to a target culture celebration
Interdisciplinary Connection & Technology	<p>Technology</p> <ul style="list-style-type: none"> -Use of digital tools. -Operate interactive games. -Interactive activities <p>Language Arts/Linguistic Statements</p> <p>Interpretive: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Art & Music</p> <ul style="list-style-type: none"> -Create works of art. -Utilize songs to reinforce vocabulary and structure. <p>Social Studies</p> <ul style="list-style-type: none"> -The community around us. <p>Math</p> <ul style="list-style-type: none"> -Counting, Graphing And Classifying
Instructional Materials	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad</p> <ul style="list-style-type: none"> -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Virtual reality Goggles</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com</p> <p>www.conjuguemos.com</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p> <p>www.conjuguemos.com</p> <p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p> <p>http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
Mode of Communication	<p>Interpretive:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpersonal:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:</p> <ul style="list-style-type: none"> Respond to learned questions. Ask memorized questions.

	<p>State needs and preferences. Describe people, places, and things. Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things. Interpretive: Students interpret authentic written and video/audio texts related to celebrations (invitations, posters, radio/television/newspaper advertisements).</p> <p>Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures. Presentational: Students use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.</p> <p>Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p>
--	---

Unit 6	MIGRATORY-ANIMALS
Concepts	<ul style="list-style-type: none"> --Names of migratory animals <input type="checkbox"/>Physical characteristics of migratory animals -Basic survival needs of migratory animals -Comparative expressions -Verb to be -Verb to have -Verbs to express need -Names of habitats of migratory animals -Geographical locations where migratory animals may be found -Compass directions to follow migration of animals -Verbs of location -Reasons animal migrate -Names of seasons and weather patterns <input type="checkbox"/>Verbal expressions to express weather - Environmental conditions that affect where and how animals live -Types of pollution found in the water, air, and land -Man's role through action and/or lack of action in harming the environment (clear cutting, garbage dumping, and poaching). -Names of geographical features (land and water) Ways that animals move (animal locomotion) -The structures necessary to: <ul style="list-style-type: none"> *Advocate for change *Persuade others to make change *Give reasons

	<ul style="list-style-type: none"> -Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) It is understood that students at the NH level will have already mastered the following: -Names of migratory animals -Physical characteristics of migratory animals -Basic survival needs of migratory animals -Names of habitats of migratory animals -Geographical locations where migratory animals may be found -Weather patterns -Compass points (to follow migration of animals) -The structures necessary to: <ul style="list-style-type: none"> *Describe animals (e.g. verbs such as to be and to have) *Express needs *Show possession *Describe weather -Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals -Reasons animal migrate
Objectives	<p>Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration.</p> <ul style="list-style-type: none"> -Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication through the target language. Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication through the target language. -Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language). -Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation. <p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).</p> <ul style="list-style-type: none"> -Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals. -Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats. -Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration. -Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits.

Skills	<p>Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources.</p> <ul style="list-style-type: none"> -Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals -Recognize names of habitats, continents, and countries in which migratory animals live contained in culturally authentic materials using electronic information sources. -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to animal migration. -Demonstrate comprehension of brief oral and written messages from culturally authentic materials about migratory animals. <p>Imitate appropriate intonation for asking different types of questions about migratory animals in the target language</p> <ul style="list-style-type: none"> -Ask and answer memorized questions with a partner about different animals -Use digital tools to exchange information about migratory animals using words and memorized phrases. -Ask and respond to simple questions related to reasons animals migrate using memorized words and phrases. -Exchange information using words, phrases, and short sentences about reasons animals migrate. -Give directions for migration patterns of some migratory animals. -Compare at least two animals using information included on a Venn diagram <p>Demonstrate comprehension of oral and written texts related to environmental conditions and animal migration paths.</p> <ul style="list-style-type: none"> -Identify a wide range of efforts to address environmental issues by visiting a target-language web site or reading a brochure about the efforts of a global organization such as the UNEP (United Nations Environmental Program). -Identify main idea of an authentic text dealing with the effects of environment on migration patterns of animals in the community. -Follow oral directions to trace the path of some migratory animals. -Locate geographical features, relative size of land masses and water bodies, weather patterns, and sea currents using target language digital tools to complete a graphic organizer. -Exchange information about man’s actions and environmental conditions and their impact on animals using digital tools. -Provide information about an endangered migratory animal using digital tools to raise awareness about the global cooperation needed to solve this problem.
Interdisciplinary Connection & Technology	<p>Technology</p> <ul style="list-style-type: none"> -Use of digital tools. -Operate interactive games. -Interactive activities <p>Language Arts/Linguistic Statements</p> <p>Interpretive: can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Art & Music</p> <ul style="list-style-type: none"> -Create works of art. -Utilize songs to reinforce vocabulary and structure. <p>Social Studies</p>

	<p>-The community around us.</p> <p>Social Studies</p> <ul style="list-style-type: none"> -Geography -History <p>Math</p> <ul style="list-style-type: none"> -Money, size -Graph -Classifying <p>Science</p> <ul style="list-style-type: none"> -Animals/habitats/characteristics -Weather
Instructional Materials	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad</p> <ul style="list-style-type: none"> -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites <p>Resources for VHLCentral: https://go.vistahigherlearning.com</p> <p>Virtual reality Goggles</p>
PBL	<p>Teachers choice</p> <p>Suggested to use PBL from the</p> <p>Resources on VHLCentral: https://go.vistahigherlearning.com</p>
Websites	<p>http://vhlcentral.com</p> <p>www.conjuguemos.com</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p> <p>www.conjuguemos.com</p> <p>http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/</p> <p>http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/</p> <p>https://www.pinterest.com/lopezelena/spanish-school-unit/</p> <p>http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
Mode of Communication	<p>Interpretive:</p> <p>Identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> -Respond to learned questions. -Ask memorized questions. -State needs and preferences. -Talk about people, places, and things in response to simple questions. <p>Presentational:</p> <ul style="list-style-type: none"> -Make lists. -State needs and preferences. -Talk about people, places, and things. <p>Cultural Content Statement(s):</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues.</p> <p>Interpretive:</p> <ul style="list-style-type: none"> -Interpret authentic written and video/audio texts such as blogs, stories and short clips from movies and television that focus on migratory animal behavior. <p>Interpersonal:</p>

	<p>-Engage in short unrehearsed/ unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to animal migration.</p> <p>Presentational: -Use lists, chunks of language and memorized phrases to talk about animal habitats and the reasons that animals migrate, while using culturally appropriate gestures and intonations</p> <p>Interpretive: -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Interpersonal: -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: *Initiate, maintain, and end a conversation. *Ask for and give permission. *Express needs. *Give reasons. *Request, suggest, and make arrangements. *Extend, accept, and decline an invitation. *Express an opinion and preference.</p> <p>Presentational: -Handle simple transactions related to everyday life: *Express needs. *Give reasons. *Express an opinion and preference. *Request and suggest.</p> <p>Cultural Content Statement(s): -Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. Habitats, Animals, Weather, Science, Geography, Social Sciences, and Distribution of resources.</p> <p>Interpretive: Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with the efforts of a global organization to raise awareness about endangered migratory animals.</p> <p>Interpersonal: They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about the plight of endangered migratory animals and steps that they, as students, might take.</p> <p>Presentational: They use sentence-level discourse to provide information on endangered migratory animal to raise awareness about the global cooperation needed to solve this problem.</p>
--	--

Units 7	GOING GREEN
Concepts	<p>The names of commonly recycled electronic items (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games)</p> <p>-The names of commonly recycled automobile parts (e.g. batteries, tires, and spark plugs)</p>

	<ul style="list-style-type: none"> -The names of fabrics (e.g. corduroy, cotton, denim, flannel, silk, and wool) -The names of paper products (e.g. cardboard, cards, newspaper, and wrapping paper) -The structures necessary to: <ul style="list-style-type: none"> *Describe and ask and answer questions related to recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present time frame *Describe and ask and answer questions related to art activities associated with recycling (e.g. attach, color, cut, measure, glue, and paint) *Describe recycling art (e.g. biodegradable, clean, eco-friendly, ecological, environmentally-friendly, and environmental) *Indicate the location of specific items in relationship to the speaker and listener -Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) <p>It is understood that students at the NH level will have already mastered the following:</p> <ul style="list-style-type: none"> -Symbols of recycling in target culture -Vocabulary associated with symbols of recycling -Recyclable categories -Shapes and materials -Memorized and frequently practiced questions associated with number, color, location and type of recyclable items -Vocabulary of renewable resources, such as water, electricity, and paper <p>The structures necessary to:</p> <ul style="list-style-type: none"> *Give and respond to memorized commands associated with reduce, reuse, and recycle *Indicate frequency
Objectives	<ul style="list-style-type: none"> Identify creative environmental practices and products of the target culture and identify the main idea in authentic articles from electronic information sources and other sources. -Exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices. -Create a multimedia presentation showcasing creative recycling products and practices from the target culture using digital tools such as wikis and blogs. -Describe creative recycling products and practices used in the target cultures.
Skills	<ul style="list-style-type: none"> Identify main idea of an authentic text dealing with food products and practices. -Demonstrate comprehension of a series of oral and written directions as related to food products and practices. -Recognize and use common gestures and cultural practices associated with food. -Ask memorized questions related to food preferences, products, and practices. Answer simple questions related to food preferences, products, and practices. -Engage in an unrehearsed conversation to order a meal. -Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

<p>Interdisciplinary Connection & Technology</p>	<p>Technology -Use of digital tools. -Operate interactive games. -Interactive activities</p> <p>Language Arts/Linguistic Statements Interpretive: can use words, lists, and simple sentences independently to: -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Art & Music -Create works of art. -Utilize songs to reinforce vocabulary and structure.</p> <p>Social Studies -The community around us.</p> <p>Math -Counting, Graphing, Classifying, matrix system and fractions</p>
<p>Instructional Materials</p>	<p>Flash Cards-Vocabulary Cards-Starboard-Textbooks-Workbooks-Games-Calendar-Tape Recorder-CD Player-Ipad -Computer -Television -PowerPoint presentations -Videos -Audio texts -Web Sites Resources for VHLCentral: https://go.vistahigherlearning.com Virtual reality Goggles</p>
<p>PBL</p>	<p>Teachers choice Suggested to use PBL from the Resources on VHLCentral: https://go.vistahigherlearning.com</p>
<p>Websites</p>	<p>http://vhlcentral.com www.conjuguemos.com https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm www.conjuguemos.com http://www.thespanishblog.com/2011/08/spanish-lesson-physical-descriptions-in-spanish/ http://espanolparainmigrantes.wordpress.com/2011/05/15/descripcion-de-personas-fisico-caracter-personalidadestados-de-animo/ https://www.pinterest.com/lopezelena/spanish-school-unit/ http://www.education.vic.gov.au/languagesonline/spanish/Spanish.htm</p>
<p>Mode of Communication</p>	<p>Interpretive: -Identify the main idea and some supporting details when reading. -Understand the gist and some supporting details of conversations dealing with everyday life. -Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Interpersonal: -Ask and answer questions related to everyday life. -Handle simple transactions related to everyday life: *Initiate, maintain, and end a conversation. *Ask for and give permission.</p>

	<p>*Express needs. *Give reasons. *Request, suggest, and make arrangements. *Extend, accept, and decline an invitation. *Express an opinion and preference.</p> <p>Presentational: -Handle simple transactions related to everyday life: *Express needs. *Give reasons. *Express an opinion and preference. *Request and suggest.</p> <p>Interpretive: -Students interpret authentic written and video/audio texts, such as blogs, government sites, public service announcements, and short video clips that focus on creative practices and products in the target culture(s).</p> <p>Interpersonal: -Students exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative products and practices.</p> <p>Presentational: -Students describe creative environmental products and practices from the target culture(s).</p> <p>Cultural Content Statement(s): Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.</p>
--	---

WORLD LANGUAGES K-12

Instructional Materials

Subject	Book Title	Grade	Edition	Publisher
Spanish	Listos	K-8	2021	Vista Higher Learning
Mandarin	Chinese for Youth	K-8	2018	U.S. International Publication
Spanish	Encuentros 2026	9-12	2026	Vista Higher Learning
Italian	Sentieri 4th ed	9-12	2024	Vista Higher Learning
Spanish AP	Temas 3e	9-12	2024	Vista Higher Learning
French	D'accord 2024	9-12	2024	Vista Higher Learning
Portuguese	Ponto de Encontro	9-12	2014	Pearson

