Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Any world language offered at the high school

Overview: Introduction to World Language is a Resource Replacement class specifically designed to allow students with disabilities to become exposed to languages other than English and learn about cultures outside of their own. Each unit contains instruction on appropriate communication and interpersonal skills, vocabulary, and grammar. Furthermore, each unit focuses on significant cultural figures and celebrations. There will be opportunities to enjoy foods, dances, and crafts from various countries. The instructional content of Introduction to World Language can be adapted for any world language that is taught at Summit High School. While the class is designed to complete one unit each month, it is expected that the class may move slower or faster through the curriculum, depending on the abilities of the student population. Repetition and review are important. This course fulfills students' World Language requirements.

Unit 1: Introductions and Feelings	
Big Ideas: *Course Objectives/Content Statement(s)* ● Greetings and introductions are essential to communicating in another language. ● Identifying and communicating feelings are important to understanding and communicating in another language.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why is it important to communicate in a language other than English? ● How can learning another language help improve my communication skills? ● Why is it important to learn about other cultures?	● There are many languages besides English spoken around the world. ● Communicating in another language helps us understand other people and make personal connections with them. ● Learning about other cultures helps us work and communicate with people of diverse backgrounds and experiences.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • **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.4:** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • **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.3:** Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are	**Instructional Focus:** Students will be able to exchange greetings, say how they are feeling, and say good-byes in the target language. **Lesson 1:** ● Saying "hello" and other greetings. ● Saying "good-bye" and other farewells. ● Saying "my name is." **Lesson 2:** ● Asking "how are you?" ● Responding with "I feel" or "I am." ● Vocabulary - Feelings

supported by gestures and visuals.

- **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.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.

Career-Ready Practices

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

Lesson 3:

- Holidays and Celebrations
  - Hispanic Heritage Month (begins September 15)
  - Mid-Autumn Festival (China - September/October)
  - Feast Day of the French Community (Belgium - September 27)
- Foods, dances, and crafts that commemorate holidays and/or showcase the culture.

Lesson 4:

- List of Spanish-speaking countries
- List of French-speaking countries
- List of Mandarin-speaking countries - China, Singapore, Taiwan

Instructional Strategies:

Interpretive:

- Watch videos or read stories that contain introductions, greetings, feelings, and good-byes in the target language.
- Students watch or read conversations that contain introductions, greetings, feelings, and good-byes and either fill in the blanks or determine what comes next in the conversation.
- Play games like MATAMOSCA

Interpersonal:

- Skits in which students introduce themselves, exchange greetings, say how they are feeling, and exchange good-byes.
- Exchange greetings with Q/A orally or written

Presentational:

- Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken.
- Oral and visual presentation about themselves.
- Draw or create a comic strip on Storyboard That that shows introductions, greetings, feelings, and good-byes.
- Make posters with feelings words and emojis

	• Make posters/large speech bubbles with greetings and good-byes.

Differentiation

Interdisciplinary Connections

- History
  - Major historical events
  - Holidays and other special days
  - Important historical figures
- Geography
  - Locations and environments of other countries
- Psychology
  - Identifying feelings in oneself and others
  - Social-emotional learning

Technology Integration

- Canva
- Flip Grid
- Google Slides
- Storyboard That
- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

- Holidays and special days from other countries
- Compare and contrast one's own culture to others

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group

Assessments

Formative Assessments:

- Skits
- Observations of structured conversations in the target language
- Vocabulary exercises
- Listening activities

Summative Assessments, Projects, and Celebrations:

- Oral presentations
- Vocabulary assessments
- End-of-unit tests

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

<table>
<tr><th colspan="2">Unit 2: Colors, Sizes, and Numbers</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

● Knowing colors, sizes, and numbers in another language allows us to describe the world around us.
● Knowledge of counting and number sense is important in any language.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>● How can knowing colors, sizes, and numbers in another language help me communicate better?</td><td>● We can communicate ideas better when we include the color, size, and number of something in our descriptions.
● Knowing the color, size, and number of something in another language can help us improve our vocabulary.</td></tr>
<tr><th>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</th><th>Lessons</th></tr>
<tr><td>Students will:

• 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.</td><td>Instructional Focus: Students will be able to describe objects using words that indicate color and size.

Lesson 1:
● Ask and respond to the question “What is [color]?”
● Vocabulary - Colors

Lesson 2:
● Ask and respond to the question “What is [size]?”
● Vocabulary - Sizes

Lesson 3:
● Ask and respond to the question “What do you</td></tr>
</table>

• 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.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.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.

Career-Ready Practices

have?"
- Vocabulary - School supplies, items in the classroom

Lesson 4:
- Ask and respond to the question "How many?"
- Vocabulary - Numbers

Lesson 5:
- Holidays and Celebrations
  - Hispanic Heritage Month (ends October 15)
  - Independence Day (Guinea - October 2)
  - Golden Week (China - October)
  - Double Ten Day (Taiwan - October 10)
- Foods, dances, and crafts that commemorate holidays and/or showcase the culture.

Lesson 6:
- List of Spanish-speaking countries
- List of French-speaking countries
- List of Mandarin-speaking countries - China, Singapore, Taiwan

Instructional Strategies:

Interpretive:
- Teacher-led games that involve identifying colors, sizes, and items in the classroom (e.g. I Spy, Bingo)
- Teacher-led games that involve counting and identifying numbers.
- Teacher-led coloring by code
- Games online like Gimkit or Kahoot

Interpersonal:
- Partner games that involve identifying colors, sizes, and items in the classroom (e.g. I Have/Who Has?)
- Structured conversations about what is in their backpacks or desks
- Label items in the classroom to reinforce vocabulary
- Solving simple math problems in the target language.

CRP1: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Students answer Q/A orally or written (comic or text style) *Presentational:* • Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken. • Posters that show what is in their desk or backpack • Collages of items that are different colors and sizes • Oral and visual presentation about their favorite color
Differentiation	**Assessments**

Interdisciplinary Connections
• History
  ○ Major historical events
  ○ Holidays and other special days
  ○ Important historical figures
• Geography
  ○ Locations and environments of other countries
• Mathematics
  ○ Solving arithmetic problems using numbers in the target language
 	
Technology Integration
• Canva
• Flip Grid
• Google Slides
• YouTube
 	
Media Literacy Integration
• Conducting online research
• Determining the appropriateness, credibility, and
	Formative Assessments:
	• Skits
	• Observations of structured conversations in the target language
	• Vocabulary exercises
	• Listening activities
	
	Summative Assessments, Projects, and Celebrations:
	• Oral presentations
	• Vocabulary assessments
	• End-of-unit tests

veracity of online sources

Global Perspectives

- Compare and contrast a typical school day in other countries

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response	Increase	Individualized

provided via computer or electronic device	opportunities to engage in active academic responding	assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 3: Weather, Calendar and Clothing	
Big Ideas: *Course Objectives/Content Statement(s)* ● We can share about our lives by communicating the days of the week and months of the year. ● Talking about the weather is a good way to make conversation with others.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do calendars from other countries differ from the American calendar? ● What are the differences in respect to weather and seasons in other countries?	● Some countries go by a different calendar than the one we use in the United States. ● Some countries start the week on a day other than Sunday. ● Countries outside of the United States have similar weather, but some have a different climate and experience the seasons at different times of the year.
Areas of Focus: Proficiencies	**Lessons**

(New Jersey Student Learning Standards)	
Students will: • 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. • 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.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. • 7.1.NM.PRSNT.1: Present basic personal	**Instructional Focus:** Students will be able to say the date, time, season, and weather. **Lesson 1:** ● Ask and answer the question "What day is it?" ● Vocabulary - Days of the week **Lesson 2:** ● Ask and answer the question "What month is it?" ● Vocabulary - Months of the year and numbers (review) **Lesson 3:** ● Ask and answer the question "What is the weather?" ● Vocabulary - Weather, seasons, and clothing (review) **Lesson 4:** ● Ask and answer the question "What time is it?" ● Vocabulary - Times of day, numbers (review) **Lesson 5:** ● Holidays and Celebrations ○ Carnival (various Spanish and French-speaking countries - March 5) ○ Emancipation Day (Puerto Rico - March 22) ○ Cesar Chavez Holiday (USA - March 31) ○ International Women's Day (various French-speaking countries in Africa - March 8) ○ Zonghe and Longtaitou Festivals (China - March) ● Foods, dances, and crafts that commemorate holidays and/or showcase the culture. **Lesson 6:** ● List of Spanish-speaking countries ● List of French-speaking countries ● List of Mandarin-speaking countries - China, Singapore, Taiwan **Instructional Strategies:**

information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	*Interpretive:* ● Watch weather reports in the target language. ● Fill in a calendar with days of the week, months of the year, and holidays/special days. ● Fill in a blank about what activities one can do and what one can wear in a certain climate. ● Use the daily weather to get a student's report orally o written ● Students play games like Simon says with weather vocabulary *Interpersonal:* ● Structured conversations about the weather. ● Structured conversations about the date. ● Work with a partner to develop a weather forecast. ● Q/A about the weather ● Q/A about their favorite month and their birthday ● Students have the Calendar Talk *Presentational:* ● Present their weather forecasts orally to the class. ● Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken
Differentiation	**Assessments**
Interdisciplinary Connections ● History ○ Major historical events	**Formative Assessments:** ● Skits ● Observations of structured conversations in the

    - Holidays and other special days
    - Important historical figures
- Geography
    - Locations and environments of other countries
- Science
    - Climate and weather

Technology Integration

- Canva
- Flip Grid
- Google Slides
- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triad or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

target language

- Vocabulary exercises
- Listening activities

Summative Assessments, Projects, and Celebrations:

- Oral presentations
- Vocabulary assessments
- End-of-unit tests

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 4: My Body/Clothing	
Big Ideas: *Course Objectives/Content Statement(s)* ● Knowing parts of the body and physical attributes helps us describe ourselves and others. ● It is important to communicate needs in another language during emergency situations.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why is it important to know the parts of the body in another language? ● How can I help others in an emergency situation in another language? ● How can I describe myself in another language?	● In an emergency situation, such as when you or someone else is hurt, it is important to identify parts of the body in another language. ● I can describe myself and others by describing physical attributes, identifying parts of the body, and describing clothing.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
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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.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.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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
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CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

America - November 1-2)
    - National Peace Day (Côte d'Ivoire - November 15)
    - Deepavali (Singapore - November 12)
- Foods, dances, and crafts that commemorate holidays and/or showcase the culture.

Lesson 5:

- List of Spanish-speaking countries
- List of French-speaking countries
- List of Mandarin-speaking countries - China, Singapore, Taiwan

Instructional Strategies:

Interpretive:

- Guess Who? - Describe a person in the room, and students guess who it is. You can also do this with a selection of pictures of celebrities.
- Students label pictures, toys etc (body part/clothing)
- Learn songs like simon says
- Listen and draw monsters (body part/clothing)
- Games online like blooket and Gimkit

Interpersonal:

- Structured conversations in which students describe themselves and others based on parts of the body, their physical attributes, and clothing.

Presentational:

- Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken.
- Draw a self portrait or portrait of a classmate that includes physical attributes such as eye color, hair color, height, etc. Present their portraits to the class.
- Students make monsters
- Students present their Señor Papa : clothing and body parts

Differentiation

Interdisciplinary Connections

- History
  - Major historical events
  - Holidays and other special days
  - Important historical figures
- Geography
  - Locations and environments of other countries
- Health
  - Providing first aid
- Science
  - Function of different body parts

Technology Integration

- Canva
- Flip Grid
- Google Slides
- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

- Learn about traditional and present-day clothing of other countries
- Shopping for clothing in other countries
- Making clothes in other countries

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triad or small groups
Pictures	Tables	In a whole group
Illustrations,	Graphs	Using cooperative

Assessments

Formative Assessments:

- Skits
- Observations of structured conversations in the target language
- Vocabulary exercises
- Listening activities

Summative Assessments, Projects, and Celebrations:

- Oral presentations
- Vocabulary assessments
- End-of-unit tests

diagrams & drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 5: My Family
Big Ideas: *Course Objectives/Content Statement(s)*

- Knowing how to talk about our families in another language allows us to share important information about ourselves in another language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can I build friendships and good working relationships with others?	• Talking about our families allows us to share information about ourselves and learn about others, which are important to making meaningful friendships and good working relationships.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**

Students will:
• 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.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
• 7.1.NM.IPERS.3: Express one's own and react to
	Instructional Focus: Students will be able to identify members of their family in the target language.
	
	Lesson 1:
	• Ask and respond to the question "Who is in your family?" with "I have."
	• Vocabulary - Family members
	
	Lesson 2:
	• Ask and respond to the question "What do you like to do with your family?"
	• Vocabulary - Activities (may be vocabulary from previous units)
	
	Lesson 3:
	• Holidays and Celebrations
	  ○ Treaty of Guadalupe Hidalgo (Mexico - February 2)
	  ○ Día de la Constitución (Mexico - February 5)
	  ○ Youth Day (Cameroon - February 11)
	  ○ Día de San Valentín/Día del Amor y la

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.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.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.

Career-Ready Practices

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

Amistad (various Spanish-speaking countries - February 14)
    - Flag Day (Mexico - February 24)
    - Dominican Independence Day (February 27 - Dominican Republic)
    - Lunar New Year (China, Singapore, Taiwan - January/February)
- Foods, dances, and crafts that commemorate holidays and/or showcase the culture.

Lesson 4

- List of Spanish-speaking countries
- List of French-speaking countries
- List of Mandarin-speaking countries - China, Singapore, Taiwan

Instructional Strategies:

Interpretive:

- Watch and respond to videos of individuals talking about their families.
- Read books about families.
- Watch the movie: ENCANTO
- Learn songs about family members
- Games online

Interpersonal:

- Structured conversations about family members in the target language.
- Q/A about families they know about in movies or series

Presentational:

- Create and present a family tree or other visual representation of one's family members.
- Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken.
- Best moments in family /Album

CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- History
  - Major historical events
  - Holidays and other special days
  - Important historical figures
- Geography
  - Locations and environments of other countries
- Science
  - Genetics

Technology Integration

- Canva
- Flip Grid
- Google Slides
- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

- Compare and contrast the concept of family in cultures other than one's own.
- Multi-generational households
- Birthday and holiday celebrations around the world

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triad or small groups

Assessments

Formative Assessments:

- Skits
- Observations of structured conversations in the target language
- Vocabulary exercises
- Listening activities

Summative Assessments, Projects, and Celebrations:

- Oral presentations
- Vocabulary assessments
- End-of-unit tests

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 6: Food	
Big Ideas: *Course Objectives/Content Statement(s)* ● Learning how to talk about food in another language helps us in our independent living skills, such as working in food service, grocery shopping, and ordering food from a restaurant. ● Learning about food in other cultures helps us become more comfortable interacting with people from different cultures. ● Food is an integral part of celebrations and holidays.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How does knowing about food in another language help us understand people from different cultures? ● Why is knowing how to talk about food in another language important?	● Food from different cultures helps us recognize holidays and other special days that are celebrated around the world. ● Communicating about food with others helps us find things we have in common. ● Knowing how to talk about food in another language helps us order meals, go grocery shopping, and fulfill orders at a restaurant.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 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,	**Instructional Focus:** Students will be able to identify foods that they like and dislike. Students will be able to order food. **Lesson 1:** ● Ask and respond to the question "What food do you like?" "Do you like [food]?" and "What are you eating?" ● Vocabulary - Food **Lesson 2:** ● Ask and respond to the question "What do you

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.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.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

want to eat?"
- Vocabulary - Food and meals

Lesson 3:
- Holidays and Celebrations
    - Christmas (various Spanish-speaking countries - December 25)
    - Hanukkah (various Spanish-speaking countries - various dates in November and December)
    - Christmas (various French-speaking countries - December 25)
    - Hanukkah (various French-speaking countries - various dates in November and December)
    - Dongzhi Festival (China, Taiwan - December 21-23)
- Foods, dances, and crafts that commemorate holidays and/or showcase the culture.

Lesson 4:
- List of Spanish-speaking countries
- List of French-speaking countries
- List of Mandarin-speaking countries - China, Singapore, Taiwan

Instructional Strategies:

Interpretive:
- Watch videos of people shopping for food at the grocery store or ordering food at a restaurant.
- Watch Videos of street food in … (youtube)
- Describe a food by size and color, and students guess the food.
- Read a story about someone planning or cooking a meal for a special day.

Interpersonal:
- Structured conversations about what foods students like and dislike.
- Work with a partner to plan healthy meals.
- Skits involving ordering food.
- Q/A about their favorite fruit or food

materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social, and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	*Presentational:* ● Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken. ● Present a healthy meal plan in the target language. ● Compare a typical school lunch in the United States to one from another country. Present your findings to the class. ● Oral presentation: my cooking show ● Collage : My favorite food
Differentiation	**Assessments**
Interdisciplinary Connections ● History ○ Major historical events ○ Holidays and other special days ○ Important historical figures ● Geography ○ Locations and environments of other countries ● Mathematics ○ Counting money using numbers in the target language ○ Measuring ingredients using numbers in the target language **Technology Integration** ● Canva ● Flip Grid ● Google Slides	**Formative Assessments:** ● Skits ● Observations of structured conversations in the target language ● Vocabulary exercises ● Listening activities **Summative Assessments, Projects, and Celebrations:** ● Oral presentations ● Vocabulary assessments ● End-of-unit tests

- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

- Learn about foods from other cultures, including how immigrants to the United States impacted American cuisine
- Compare and contrast a typical school lunch in other countries
- Shopping for groceries in other countries
- Farming in other countries

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triad or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 7: My Home	
Big Ideas: *Course Objectives/Content Statement(s)* ● People around the world have lifestyles that are both similar and different to those of the United States. ● There are similarities and differences in homes around the world.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How are homes in other countries similar and different to homes in my neighborhood? ● How can I share information about my life with people in a different language?	● Homes around the world may be constructed using different materials and may differ in size. However, there are also similarities between homes in my neighborhood and homes around the world. ● We can talk about our homes and activities that we participate in at home.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 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.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.	**Instructional Focus:** Students will be able to describe their homes. Students will be able to state what they have to do at home, such as chores. **Lesson 1:** ● Ask and answer the question "Where are you?" ● Vocabulary - Rooms in a home **Lesson 2:** ● Ask and answer the question "What are you doing?" ● Complete the sentence "I have to" or "I must." ● Vocabulary - Household chores **Lesson 3:** ● Complete the sentence "I can" or "I am able to." ● Vocabulary - Household chores **Lesson 4:** ● Holidays and Celebrations ○ New Year's Day (various Spanish-speaking countries - January 1) ○ New Year's Day (various French-speaking countries - January 1) ○ Lunar New Year (China, Singapore, Taiwan - January/February) ● Foods, dances, and crafts that commemorate holidays and/or showcase the culture. **Lesson 5:** ● List of Spanish-speaking countries ● List of French-speaking countries ● List of Mandarin-speaking countries - China, Singapore, Taiwan **Instructional Strategies:** *Interpretive:*

• 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social, and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Watch videos of people doing chores. Students state what the people are doing in the target language. • Where is the cat: rooms of the house • Listen songs and stories with the vocabulary of the house . ex: La Casa Loca de Basho • Label pictures of houses from magazines • Label the house from the movie ENCANTO *Interpersonal:* • Create a "to do" list. • Label rooms in a home. • Charades - One student acts out a household chore, and the rest of the students must guess what s/he is doing in the target language. • Structured conversations about what students do or have to do at home. *Presentational:* • My dream house: orally or written presentation • Oral presentation about what students do at home on a typical day. • Oral and visual presentation about a holiday, country, or famous person from the country where the world language is spoken.
Differentiation	**Assessments**
Interdisciplinary Connections • History	**Formative Assessments:** • Skits

    - Major historical events
    - Holidays and other special days
    - Important historical figures
- Geography
    - Locations and environments of other countries
- Science
    - Natural resources for building homes

Technology Integration

- Canva
- Flip Grid
- Google Slides
- YouTube

Media Literacy Integration

- Conducting online research
- Determining the appropriateness, credibility, and veracity of online sources

Global Perspectives

- Compare and contrast homes in other countries to homes in one's own community
- Popular hobbies, sports, and games from other countries

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software

- Observations of structured conversations in the target language
- Vocabulary exercises
- Listening activities

Summative Assessments, Projects, and Celebrations:

- Oral presentations
- Vocabulary assessments
- End-of-unit tests

		support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

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