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| Created on: | July 14, 2015 |
| Created by:  | Linda Egbert, Central; Ruth Wolf, Lacey; Heather Eagan, Point Pleasant  |
| Revised on: |  |
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| OCEAN COUNTY CURRICULUMWorld Language |
| Content Area: World Language |
| Course Title: World Language 1 |  | Grade 8-12 |
| UNIT 1:**All About Me** | 10 Weeks |
| UNIT 2:**My Community** | 10 Weeks |
| UNIT 3:**A Healthy Life** | 10 Weeks |
| UNIT 4:**Celebrations** | 10 Weeks |

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| **OCEAN COUNTY CURRICULUM****Unit 1 Overview**  |
| **Content Area: World Language**  | **Grade Level:** Grade 8-12  |
| **Unit 1 Title:** All About Me |
| **Target Course / Grade Level:** (WORLD LANGUAGE) Level 1 |
| **Unit 1 Summary:** Students will learn to have a basic conversation with a new person. They will also be able to give a simple description of themselves and others and describe their likes and dislikes. |
| **Primary interdisciplinary connections:**Health, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
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| **Learning Targets** |
| **Content Statements:****Interpretative Linguistic Mode:** 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.**Interpretative Cultural Mode:** Personal identity is developed through experiences that occurwithin one’s family, one’s community, and the culture at large.Observing and participating in culturally authentic activities contribute to familiarization withcultural products and practices.Healthy eating habits and fitness practices may vary across cultures.Many products and practices related to home and community are shared across cultures; others are culture-specific.What is perceived as “basic needs” varies among and within cultures.Maps, graphs, and other graphic organizers facilitate understanding of information on a widerange of topics related to the world and global issues. They make complex concepts moreaccessible to second-language learners who have limited proficiency in the language.Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.**Interpersonal Linguistic Mode:** The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to:* Respond to learned questions.
* Ask memorized questions.
* State needs and preferences.

**Interpersonal Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands.**Presentational Linguistic Mode:** 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.

**Presentational Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands. |

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| **Number** |  |
|  | **Interpretative Mode** |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
|  | **Interpersonal Mode** |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
|  | **Presentational Mode** |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Unit Essential Questions*** How are people from different cultures universally alike?
* Do people from different cultures enjoy the same types of activities?
* How can one express oneself in a world language when not all vocabulary is known?
* How important is body language/facial expression use to being able to be understood in a world language?
* How does a speaker know when (s)he is understood?
 | **Unit Enduring Understandings**Students will understand that…Every person is unique… their personalities, the things they like and the activities they like to do make up who they are, no matter where they live and where they are from**.** |
| **Unit Objectives***Students will know:** basic conversation words and phrases
* greetings and leave-takings
* introductions
* classroom directions
* time
* numbers 0-31
* calendar information
* weather
* description adjectives
* likes and dislikes
* sports and leisure activities
* weekend activities
 | **Unit Objectives***Students will be able to:** greet people at different times of the day
* ask someone’s name
* ask home someone is
* introduce someone
* say where you and others are from
* give phone numbers
* give the time, the date, and the day
* describe people
* ask someone’s age and birthday
* talk about what you and others like
* describe things
* talk about what you and others do
* talk about what you want to do
* talk about everyday activities
* say how often you do things
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| **Evidence of Learning** |
| **Formative Assessments** |
| • TPR• Thumbs up/down• Puzzle games• Temperature gauges• Sign language/gestures• Graphic organizers• Facilitation grid• Teacher observation• Notebook assessments• DO NOW’s• Online quizzes & feedback assessment• Exit cards• Peer evaluation | • Journals• Role play/skits• Question/answer• Pair/group activities• Draw in response/picture prompt• White boards• Listening comprehension• Class participation• Open ended writing assessments• Map activities• Homework• Individual conferences• Other teacher developed activities |
| **Summative Assessments**• Open ended writing assignments• Unit Tests• Reading Comprehension quizzes• Listening Comprehension quizzes• Weekly comprehension quizzes• Take home projects• Oral presentations• Computer projects |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
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| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure: <http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| Ocean County CurriculumUnit 2 Overview |
| **Content Area:** World Language  | **Grade:** 8-12 |
| **Unit 2 Title**: A Typical Day |
| **Target Course/Grade Level:** (WORLD LANGUAGE) Level 2 |
| **Unit 2 Summary**In this lesson students describe things that happen throughout the course of their day. They will describe their school schedules and things they need for each class. They will talk about which classes they like and dislike and why. Students will compare the members of their families and describe each member. They will also describe their houses and their responsibilities at home. |
| **Primary interdisciplinary connections:**Health, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
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| **Learning Targets** |

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| **Content Statements:****Interpretative Linguistic Mode:** The Novice-Mid language learner understandsand communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**Interpretative Cultural Mode:** Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.Healthy eating habits and fitness practices may vary across cultures.Many products and practices related to home and community are shared across cultures; others are culture-specific.What is perceived as “basic needs” varies among and within cultures.Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.**Interpersonal Linguistic Mode:** The Novice-Mid language learner understands and communicates atthe **word** level and can *use memorized words and phrases* independently to:* Respond to learned questions.
* Ask memorized questions.
* State needs and preferences.

**Interpersonal Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands.**Presentational Linguistic Mode:** 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.

**Presentational Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands. |
| **Number** |  |
|  | **Interpretative Mode** |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
|  | **Interpersonal Mode** |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
|  | **Presentational Mode** |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Unit Essential Questions*** How is education perceived globally?
* How are classrooms and the learning process similar or different in other cultures?
* How are families from different cultures similar/different?
* What are the advantages/disadvantages of being an integral part of an extended family?
* Do families that eat together enjoy closer relationships?
* Are there different food etiquette models for different cultures?
* How would a teenager describe their ideal bedroom? Would this idealization be different in different cultures?
* How does the amount of time a teenager spends in his/her bedroom change from culture to culture?
* How does a house become a home?
* Why do homes look different in different parts of the world?
* What does the decor of your home say about you/your family?
 | **Unit Enduring Understandings**Students will understand that…Families come in all shapes and sizes. The dynamic of a family is what makes it unique. The combination of a person’s home-size and their responsibilities will vary among their peers and classmates. Every person learns differently and has unique talents. Their path of study will depend on their interests and talents and the values and opportunities of a particular culture. |
| **Unit Objectives***Students will know:** school supplies and items needed for school
* classes
* school events
* places at school
* family members
* describing people
* rooms in the house
* furniture and accessories
 | **Unit Objectives***Students will be able to:** say what you have and what you need
* talk about classes
* talk about plans
* invite others to do something
* describe people and family relationships
* talk about where you and others live
* talk about your responsibilities
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| **Evidence of Learning** |
| **Formative Assessments** |
| • TPR• Thumbs up/down• Puzzle games• Temperature gauges• Sign language/gestures• Graphic organizers• Facilitation grid• Teacher observation• Notebook assessments• DO NOW’s• Online quizzes & feedback assessment• Exit cards• Peer evaluation | • TPR• Thumbs up/down• Puzzle games• Temperature gauges• Sign language/gestures• Graphic organizers• Facilitation grid• Teacher observation• Notebook assessments• DO NOW’s• Online quizzes & feedback assessment• Exit cards• Peer evaluation |
| **Summative Assessments**• Open ended writing assignments• Unit Tests• Reading Comprehension quizzes• Listening Comprehension quizzes• Weekly comprehension quizzes• Take home projects• Oral presentations• Computer projects |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
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| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure: [http://edc448uri.wikispaces.com/file/view/40\_ways\_to\_leave\_a\_lesson.pd](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)f
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| **Ocean County Curriculum****Unit 3 Overview** |
| **Content Area:** World Language Level 1 | **Grade:** 8-12 |
| **Unit 3 Title:** A Healthy Life |
| **Target Course/Grade Level:** (WORLD LANGUAGE) Level 1 |
| **Unit 3 Summary:**Students will be able to comment on food , drinks and take an order and make polite requests, comment on food and drinks. They will also learn how to take an order, talk about meals and make polite requests. In addition, they will offer help, give instructions and talk about your daily routine. Finally they will be able to talk about staying fit and healthy. give advice. Identify parts of the body.  |
| **Primary interdisciplinary connections:**Health, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
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| **Learning Targets** |

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| **Content Statements:****Interpretative Linguistic Mode:** The Novice-Mid language learner understandsand communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**Interpretative Cultural Mode:** Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.Healthy eating habits and fitness practices may vary across cultures.Many products and practices related to home and community are shared across cultures; others are culture-specific.What is perceived as “basic needs” varies among and within cultures.Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.**Interpersonal Linguistic Mode:** The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to:* Respond to learned questions.
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**Presentational Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands. |
| **Number** |  |
|  | **Interpretative Mode** |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
|  | **Interpersonal Mode** |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
|  | **Presentational Mode** |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Unit Essential Questions*** Why and how does food define a culture?
* How does food impact the world cultures globally?
* Are you what you eat?
* Does culture effect meal choices/preparation? (fast food vs. homemade)
 | **Unit Enduring Understandings**Students will understand that…The choices you make every day will determine the lifestyle you lead: healthy choices equal a healthy lifestyle. These choices will include the foods you eat and the things you do daily to take care of your body and mind. |
| **Unit Objectives***Students will know...** lunch foods
* foods you might order in a restaurant
* food descriptions
* table settings
* breakfast and dinner foods
* daily routine
* personal items
* parts of the body
* tell how you feel
* healthful advice
 | **Unit Objectives**Students will be able to:* comment on food
* take an order and make polite requests
* talk about meals
* offer help and give instructions
* talk about your daily routine
* talk about staying fit and healthy
* talk about how you feel
* give advice
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| **Evidence of Learning** |
| **Formative Assessments** |
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| **Summative Assessments**• Open ended writing assignments• Unit Tests• Reading Comprehension quizzes• Weekly comprehension quizzes• Take home projects• Oral presentations• Computer projects |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
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* Multiple Level Questions
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* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
* 50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure: <http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **OCEAN COUNTY CURRICULUM****Unit 4 Overview**  |
| **Content Area:** World Language  | **Grade: 8-12** |
| **Unit 4 Title:** Celebrations |
| **Target Course/Grade Level:** (WORLD LANGUAGE) Level 1 |
| **Unit 4 Summary:**Students will be able to identify, describe articles of clothing. and ask for and offer help in a store.The students will know how to talk about plans and talk about what he/she are doing right now. Finally, they will be able to talk about preparing for a party, describe different holidays, and celebrations.  |
| **Primary interdisciplinary connections:**Health, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
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| **Learning Targets** |

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| **Content Statements:****Interpretative Linguistic Mode:** The Novice-Mid language learner understandsand communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.**Interpretative Cultural Mode:** Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.Healthy eating habits and fitness practices may vary across cultures.Many products and practices related to home and community are shared across cultures; others are culture-specific.What is perceived as “basic needs” varies among and within cultures.Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.**Interpersonal Linguistic Mode:** The Novice-Mid language learner understands and communicates at the **word** level and can *use memorized words and phrases* independently to:* Respond to learned questions.
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* Describe people, places, and things.

**Presentational Cultural Mode:** The Novice-Mid Cultural Content Statements remain the same for all the strands. |
| **Number** |  |
|  | **Interpretative Mode** |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
|  | **Interpersonal Mode** |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
|  | **Presentational Mode** |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Unit Essential Questions*** Do clothes "make the man?"
* Why are clothing choices so important to teens?
* What makes a particular style "unique"?
* What are the benefits of shopping in a small hometown store compared to shopping in a large department store and vice versa?
* Does ownership of material goods necessarily lead to happiness?
* How do different cultures value material goods differently?
* Why do some people love to shop?
* How are holidays/celebrations related to a culture’s history and religion?
 | **Unit Enduring Understandings**Students will understand that…Every culture has its own holiday traditions and celebrations. The way people dress, the things they eat and the activities they do are not always the same from country to country or across different cultures. |
| **Unit Objectives***Students will know:** clothing
* colors
* stores and the things you buy there
* expressions of time
* holidays
* holiday activities
* party foods
* party activities
* getting ready for a party
 | **Unit Objectives***Students will be able to:** ask for and giving opinions
* ask for and offering help in a store
* say where you went and what you did
* talk about your plans
* talk about holidays
* prepare for a party
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| **Evidence of Learning** |
| **Formative Assessments** |
| • TPR• Thumbs up/down• Puzzle games• Temperature gauges• Sign language/gestures• Graphic organizers• Facilitation grid• Teacher observation• Notebook assessments• DO NOW’s• Online quizzes & feedback assessment• Exit cards• Peer evaluation | • Journals• Role play/skits• Question/answer• Pair/group activities• Draw in response/pic prompt• White boards• Listening comprehension• Class participation• Open ended writing assessments• Map activities• Homework• Individual conferences |
| **Summative Assessments**• Open ended writing assignments• Unit Tests• Reading Comprehension quizzes• Weekly comprehension quizzes• Take home projects• Oral presentations• Computer projects |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
* 50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure: <http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| OCEAN COUNTY CURRICULUMWorld Language |
| Content Area: World Language |
| Course Title: World Language 2 | Grades 8-12 |
| UNIT 1:**All About Me** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 2:**A Typical Day in my Community** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 3:**My Healthy Life** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 4:**My Childhood** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |

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| **Ocean County Curriculum****Unit 1 Overview** |
| **Content Area: World Language** |
| **Unit 1 Title: All About Me** |
| **Target Course / Grade Level: (WORLD LANGUAGE) Level 2** |
| **Unit 1 Summary:**In this lesson students will be able to ask about people, routines, and activities. They will also be able to express likes and dislikes, offer help and talk about chores. In addition, students will talk about plans and places. The students will talk about what people do for a living, introduce people and respond to introductions. Finally the students will be able to describe a house and say what needs to be done and complain. **Primary interdisciplinary connections:**Health, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating atthe word level to understanding and communicating at the sentence level and 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.

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

**Interpersonal Mode:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

***Cultural*:**The Novice‐High Cultural Content Statements remain the same for all the strands.**Presentational Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

**Cultural:**The Novice‐High Cultural Content Statements remain the same for all the strands. |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.NH.A.1 | 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. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions,commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associatedwith target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oralor written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief writtenmessages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from ageand level‐appropriate, culturally authentic materials. |
|  | **Interpersonal Mode** |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombiningmemorized words, phrases, and sentences on topics related to self andtargeted themes. |
| 7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age‐ and level‐ appropriate classroom andcultural activities. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomaticexpressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferencesin various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in othercontent areas. |
|  | **Presentational** |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related toself and targeted themes to create a multimedia‐rich presentation tobe shared virtually with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays,or role‐plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and schoolenvironment. |
| 7.1.NH.C.4 | Tell or retell stories from age‐ and level‐appropriate, culturallyauthentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the targetculture(s), and simulate common cultural practices. |

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| **Unit Essential Questions*** How are people from different cultures universally alike?
* Do people from different cultures enjoy the same types of activities?
* How can one express oneself in a world language when not all vocabulary is known?
* How important is body language/facial expression use to being able to be understood in a world language?
* How does a speaker know when (s)he is understood?
 | **Unit Enduring Understandings***Students will understand that…**Every person is unique: their personalities, the things they like, and the activities they like to do make up who they are, no matter where they live and where they are from****.*** |
| **Unit Objectives***Students will know…** how to describe friends and family members
* celebrations and preparations
* parts of the house
* household chores
* family members
* professions
* work-related activities
* furniture
* chores
 | **Unit Objectives***Students will be able to…** ask about people, routines, and activities
* express likes and dislikes
* offer help and talk about chores
* talk about plans and places
* talk about what people do for a living
* introduce people and respond to introductions
* describe a house
* say what needs to be done and complain
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **Ocean County Curriculum****Unit 2 Overview** |
| **Content Area: World Language** |
| **Unit 1 Title: My Community** |
| **Target Course / Grade Level: Level 2** |
| **Unit 2 Summary:**In this lesson Students will be able to ask for and give information, talk about where someone went and what he or she did there . They will also learn how to ask for and give directions and ask for clarification. They will also learn to talk about trying clothes on, how they fit and state preferences. Finally, the students will learn about shopping in a market. **Primary interdisciplinary connections:**Math, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating atthe word level to understanding and communicating at the sentence level and 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.

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

**Interpersonal Mode:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

***Cultural*:**The Novice‐High Cultural Content Statements remain the same for all the strands.**Presentational Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

**Cultural:**The Novice‐High Cultural Content Statements remain the same for all the strands. |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.NH.A.1 | 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. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions,commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associatedwith target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oralor written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief writtenmessages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from ageand level‐appropriate, culturally authentic materials. |
|  | **Interpersonal Mode** |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombiningmemorized words, phrases, and sentences on topics related to self andtargeted themes. |
| 7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age‐ and level‐ appropriate classroom andcultural activities. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomaticexpressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferencesin various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in othercontent areas. |
|  | **Presentational** |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related toself and targeted themes to create a multimedia‐rich presentation tobe shared virtually with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays,or role‐plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and schoolenvironment. |
| 7.1.NH.C.4 | Tell or retell stories from age‐ and level‐appropriate, culturallyauthentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the targetculture(s), and simulate common cultural practices. |

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| **Unit Essential Questions*** How do you interact with your own community?
* How does clothing reflect culture?
* Does culture influence the types of places you find in a community?
* Does culture influence the way you shop? (items being purchased; the way they are purchased;etc.)
 | **Unit Enduring Understandings***Students will understand that…** The products and services available in a particular community are determined by the resources available within that culture and how technology influences the availability of such products and services.
* Every community is unique to it’s geographic location.
 |
| **Unit Objectives***Students will know…** names of stores
* places around town
* places in the city
* ordinal numbers
* direction information
* buying and selling terms
* adjectives to describe clothing
* handicrafts
* jewelry
* materials
 | **Unit Objectives***Students will be able to…** ask for information
* ask where someone went and what he or she did
* ask for and give directions
* ask for clarification
* talk about trying on clothes and how they fit
* talking about shopping for clothes
* bargaining in a market
* stating preferences
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **Ocean County Curriculum****Unit 3 Overview** |
| **Content Area: World Language** |
| **Unit 3 Title: My Healthy Life** |
| **Target Course / Grade Level: (WORLD LANGUAGE) Level 2** |
| **Unit 3 Summary:**In the unit “My Healthy Life” students will learn about different types of athletic events and how to react to their outcomes. They will also learn how to describe injuries and how to offer advice to remedy them. They will also reflect on their daily routines and their hobbies and interest and the things they do in their leisure-time. Finally, students will learn how to order at a restaurant and make requests. They will reflect on their own eating and exercising habits and determine what kind of changes they can make to lead a better life.**Primary interdisciplinary connections:**Health, Physical Education, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating atthe word level to understanding and communicating at the sentence level and can *use words,**lists, and simple sentences* independently to:* Identify the main idea and some supporting details when reading.
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* Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

**Interpersonal Mode:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

***Cultural*:**The Novice‐High Cultural Content Statements remain the same for all the strands.**Presentational Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

**Cultural:**The Novice‐High Cultural Content Statements remain the same for all the strands. |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.NH.A.1 | 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. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions,commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associatedwith target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oralor written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief writtenmessages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from ageand level‐appropriate, culturally authentic materials. |
|  | **Interpersonal Mode** |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombiningmemorized words, phrases, and sentences on topics related to self andtargeted themes. |
| 7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age‐ and level‐ appropriate classroom andcultural activities. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomaticexpressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferencesin various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in othercontent areas. |
|  | **Presentational** |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related toself and targeted themes to create a multimedia‐rich presentation tobe shared virtually with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays,or role‐plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and schoolenvironment. |
| 7.1.NH.C.4 | Tell or retell stories from age‐ and level‐appropriate, culturallyauthentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the targetculture(s), and simulate common cultural practices. |

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| **Unit Essential Questions*** Why do people of different cultures do certain activities in their leisure time?
* Do cultures value sports/activities differently?
* What are the benefits of being healthy?
* Does culture affect meal choices/preparation?
 | **Unit Enduring Understandings***Students will understand that…*there are cultural differences and social interactions that are expressed through language as well as sports, celebrations, food, customs, etc. |
| **Unit Objectives***Students will know…** extracurricular activities
* emotional reactions
* parts of the body
* injuries
* illnesses
* treatments and advice
* routine activities
* getting ready
* pastimes and interests
* time expressions
* menu words
* restaurant terms
* foods
* adjectives to describe foods
* food terms
* measurements
 | **Unit Objectives***Students will be able to…** talk about how something turned out
* talk about and react to events
* talk about getting hurt
* ask for and give advice
* tell someone to hurry
* remind someone to do something
* express interest and disinterest
* talk about how long something has been going on
* order in a restaurant
* talk about how food tastes
* talk about their diet
* describe food preparation
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **Ocean County Curriculum****Unit 4 Overview** |
| **Content Area: World Language** |
| **Unit 1 Title: My Childhood** |
| **Target Course / Grade Level: WORLD LANGUAGE Level 2** |
| **Unit 4 Summary:**In this unit students will be able to talk about their childhood. Reflect upon memories that include childhood activities, games and different life events. In addition, they will be able to talk about their likes and dislikes. **Primary interdisciplinary connections:**Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating atthe word level to understanding and communicating at the sentence level and 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.

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

**Interpersonal Mode:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

***Cultural*:**The Novice‐High Cultural Content Statements remain the same for all the strands.**Presentational Mode:*****Linguistic*:**The Novice‐High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

**Cultural:**The Novice‐High Cultural Content Statements remain the same for all the strands. |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.NH.A.1 | 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. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions,commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associatedwith target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oralor written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief writtenmessages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from ageand level‐appropriate, culturally authentic materials. |
|  | **Interpersonal Mode** |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombiningmemorized words, phrases, and sentences on topics related to self andtargeted themes. |
| 7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age‐ and level‐ appropriate classroom andcultural activities. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomaticexpressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferencesin various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in othercontent areas. |
|  | **Presentational** |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related toself and targeted themes to create a multimedia‐rich presentation tobe shared virtually with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays,or role‐plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and schoolenvironment. |
| 7.1.NH.C.4 | Tell or retell stories from age‐ and level‐appropriate, culturallyauthentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the targetculture(s), and simulate common cultural practices. |

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| **Unit Essential Questions*** Compare and contrast your current self to your childhood self.
* How are people from different cultures universally alike?
* How might your childhood have been different if you were raised in another culture?
 | **Unit Enduring Understandings***Students will understand that…*every person is unique in their own childhood memories. |
| **Unit Objectives***Students will know…** childhood activities
* toys and games
* adjectives to describe people
* life events
 | **Unit Objectives***Students will be able to…** talk about what you used to like and dislike
* say what you used to do
* say what you wanted to be
* describe people and things in the past
* talk about an emotional reaction
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| OCEAN COUNTY CURRICULUMWorld Language |
| Content Area: World Language |
| Course Title: World Language 3 | Grades 8-12 |
| UNIT 1:**Traveling the World** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 2:**My Daily Relationships** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 3:**Arts and Media** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |
| UNIT 4:**My Place in the World** | Pacing GuideTraditional: 10 weeksBlock: 5 – 10 weeks |

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| **Ocean County Curriculum****Unit 1 Overview** |
| **Content Area: World Language** |
| **Unit 1 Title: Traveling the World** |
| **Target Course / Grade Level: (WORLD LANGUAGE) Level 3**  |
| **Unit 1 Summary:**In this unit students will be able to talk about travel arrangements. They will be able to give the reasons for choosing their destinations and describe what they hope to experience there. They will make comparisons among cultures and environments. **Primary interdisciplinary connections:**Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic***The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.

 ***Cultural***: * Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
* The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
* Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
* Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
* Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
* 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.)
* Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
* Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)**Interpersonal Mode:****Linguistic**: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

 **Cultural**:  The Intermediate-Low Cultural Content Statements remain the same for all the strands. **Presentational Mode:*****Linguistic*:**The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

 **Cultural:**  The Intermediate-Low Cultural Content Statements remain the same for all the strands.  |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.IL.C.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes**.** |
| 7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| 7.1.IL.A.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language.  |
|  | **Interpersonal Mode** |
| 7.1.IL.B.1  | Use digital tools to participate in short conversations and to exchange information related to targeted themes.  |
| 7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.  |
| 7.1.IL.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. |
|  7.1.IL.B.4 |  Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.  |
| 7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  |
|  | **Presentational** |
| 7.1.IL.C.1 | Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.IL.C.2 | Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.  |
|  7.1.IL.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. n> |
| 7.1.IL.C.4 | Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  |
| 7.1.IL.C.5 | Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.  |
| 7.1.IL.C.6 | Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters |

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| **Unit Essential Questions*** Why would someone want to travel to another country?
* What does it mean for a country to have its own sovereignty?
* How are people from different cultures universally alike?
* Do people from different cultures enjoy the same types of activities?
* How can one express oneself in a world language when not all vocabulary is known?
* What factors do you take into consideration when you plan on traveling?
 | **Unit Enduring Understandings***Students will understand that**traveling is key to building bridges between communities and cultures.*  |
| **Unit Objectives***Students will know…** Nature
* Animals and plants
* Weather and natural events
* Camping terms
* Outdoor activities
* Travel words
* Methods of payments
* Places to visit
* Things to do
* Writing a letter or e-mail
* vacation activities
* vacation destinations
 | **Unit Objectives***Students will be able to…** Talking about a place and it’s climate
* Telling a story
* Talking about what you and others will do
* Wondering out loud
* Asking for and making recommendations
* Asking for and giving information
* Talking about where you went and what you did
* Talking about the latest news
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* posters
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **Ocean County Curriculum****Unit 2 Overview** |
| **Content Area: World Language** |
| **Unit 2 Title: My Daily Relationships** |
| **Target Course / Grade Level: Level 3** |
| **Unit 2 Summary:**In this lesson students will talk about their daily interactions with others in their home, school and community. They will express their interests, opinions, and complaints. They will give advice, extend invitations and give suggestions, excuses and apologies.**Primary interdisciplinary connections:**Math, Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic***The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.

 ***Cultural***: * Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
* The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
* Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
* Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
* Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
* 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.)
* Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
* Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)**Interpersonal Mode:****Linguistic**: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

 **Cultural**:  The Intermediate-Low Cultural Content Statements remain the same for all the strands. **Presentational Mode:*****Linguistic*:**The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

 **Cultural:**  The Intermediate-Low Cultural Content Statements remain the same for all the strands. |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.IL.C.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes**.** |
| 7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| 7.1.IL.A.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language.  |
|  | **Interpersonal Mode** |
| 7.1.IL.B.1  | Use digital tools to participate in short conversations and to exchange information related to targeted themes.  |
| 7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.  |
| 7.1.IL.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. |
|  7.1.IL.B.4 |  Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.  |
| 7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  |
|  | **Presentational** |
| 7.1.IL.C.1 | Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.IL.C.2 | Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.  |
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| 7.1.IL.C.4 | Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  |
| 7.1.IL.C.5 | Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.  |
| 7.1.IL.C.6 | Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters |

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| **Unit Essential Questions*** What are the elements that build a strong friendship?
* How do friendships change over time?
* What can we learn from different generations?
* How is conflict an inevitable part of relationships?
* How do you know if a relationship is healthy or hurtful?
 | **Unit Enduring Understandings***Students will understand that**regardless of where someone lives or where they are from relationship conflicts will arise and be resolved in all aspects of life* |
| **Unit Objectives***Students will know…** Friendship and relationships
* Adjectives to describe friends
* Attitudes and opinions
* School courses
* Relationships problems and solutions
* Family members and relationships
 | **Unit Objectives***Students will be able to…** describe an ideal friend
* express happiness and unhappiness
* complain
* express an opinion
* disagree with and opinion
* make a suggestions
* apologize
* extend an invitation
* accept and decline invitations
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
* Peer evaluation
* Journals
* Role play/skits
* Question/answer
* Pair/group activities
* Draw in response/picture prompt
* White boards
* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
 |
| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
* Cooperative Learning groups
* Multiple intelligences to meet all types of learners
* Review and make necessary IEP modifications/504 plan
* Whiteboards
* TPR
* Flexible Grouping
* Graphic Organizer
* Desk-Side Conferencing
* Personal Agendas
* Think/Pair Share
* Open-Ended Activities
* Games
* Multiple Level Questions
* Alternative Assessment
* Flashcards
* Listening Comprehension
* Rubrics
* Mini-Lesson
* Differentiated instructional strategies (<http://goo.gl/atQBW6>)
 |
| **Optional Equipment:*** District-selected Textbook
* Computer with Internet connection
* overhead projector
* document camera
* authentic materials
* handouts
* whiteboard with markers
* general classroom supplies
* teacher made resources
* videos
* DVD
* Websites
* 50 Ways to Use Technology:<http://www.classroomtech.org/integration/50ways.htm>
* Lesson Closure:<http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf>
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| **Ocean County Curriculum****Unit 3 Overview** |
| **Content Area: World Language** |
| **Unit 3 Title: Arts and Media** |
| **Target Course / Grade Level: (WORLD LANGUAGE) Level 3**  |
| **Unit 3 Summary:**In this unit students will view and listen to different modes of art including, but not limited to, art, music, theater and literature. They will investigate and analyze these works in the target language and compare and contrast to works of art in the United States.**Primary interdisciplinary connections:**Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
| **Learning Targets** |
| **Content Statements:****Interpretive Mode:*****Linguistic***The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.

 ***Cultural***: * Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
* The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
* Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
* Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
* Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
* 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.)
* Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
* Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)**Interpersonal Mode:****Linguistic**: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Ask and answer questions related to everyday life.
* Handle simple transactions related to everyday life:
* Initiate, maintain, and end a conversation.
* Ask for and give permission.
* Express needs.
* Give reasons.
* Request, suggest, and make arrangements.
* Extend, accept, and decline an invitation.
* Express an opinion and preference.

 **Cultural**:  The Intermediate-Low Cultural Content Statements remain the same for all the strands. **Presentational Mode:*****Linguistic*:**The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:* Handle simple transactions related to everyday life
	+ Express needs.
	+ Give reasons.
	+ Express an opinion and preference.
	+ Request and suggest.

 **Cultural:**  The Intermediate-Low Cultural Content Statements remain the same for all the strands.  |
| Number |  |
|  | **Interpretative Mode** |
| 7.1.IL.C.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes**.** |
| 7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| 7.1.IL.A.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language.  |
|  | **Interpersonal Mode** |
| 7.1.IL.B.1  | Use digital tools to participate in short conversations and to exchange information related to targeted themes.  |
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|  | **Presentational** |
| 7.1.IL.C.1 | Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
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| 7.1.IL.C.6 | Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters |

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| **Unit Essential Questions*** How do history and culture effect art?
* How is a country’s’ values, history and culture reflected in its’ art and media?
* Does the use of modern technology save or waste time?
* How does media shape our view of the world?
* How reliable is information from the internet?
 | **Unit Enduring Understandings***Students will understand that**the art and media of a culture can tell us much about its’ peoples values and that there are many universal themes in the art of the world* |
| **Unit Objectives***Students will know…** arts and architecture
* adjectives to describe art
* music and dramatic arts
* electronic media terms
* adjectives to describe media
* print media terms
 | **Unit Objectives***Students will be able to…** describe and analyze different modes of art
* ask for and give opinions
* introducing and changing a topic of conversation
* describe and observe different forms of media
* make suggestions and recommendations
* express doubt and disbelief
* ask about information and explain where you found it
* talk about what you know and don’t know
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| **Ocean County Curriculum: World Language** |
| **Formative Assessments*** TPR
* Thumbs up/down
* Puzzle games
* Temperature gauges
* Sign language/gestures
* Graphic organizers
* Facilitation grid
* Teacher observation
* Notebook assessments
* DO NOW’s
* Online quizzes & feedback assessment
* Exit cards
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* Draw in response/picture prompt
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* Listening comprehension
* Class participation
* Open ended writing assessments
* Map activities
* Homework
* Individual conferences
* Other teacher developed activities
 |
| **Summative Assessments*** Open ended writing assignments
* Unit Tests
* Reading Comprehension quizzes
* Listening Comprehension quizzes
* Weekly comprehension quizzes
* Take home projects
* Oral presentations
* Computer projects
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| **Modification (ELLs, Special Education, Gifted and Talented)*** Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
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| **Ocean County Curriculum****Unit 4 Overview** |
| **Content Area: World Language** |
| **Unit 4 Title: My Place in the World** |
| **Target Course / Grade Level: (WORLD LANGUAGE) Level 3**  |
| **Unit 4 Summary:**In this unit students will be able to to describe their careers and plan their future. In addition, students will be able to reflect upon community service and conservation efforts. Finally, they will be able to discuss natural disasters and how to protect our environment.**Primary interdisciplinary connections:**Geography, History and Culture**College and Career Readiness:**Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade‐level standards and then infused throughout the grade‐level standards. **21st century themes:**Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial LiteracyFor Standards, see: <https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx> |
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| 7.1.IL.C.6 | Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters |

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| **Unit Essential Questions*** What are the responsibilities of an individual in regard to the health of the environment?
* What are the consequences of not taking care of the environment?
* Why do people volunteer in their communities?
* What can you do to improve your community, country, world?
* Globally, who is responsible for conservation efforts?
* Can people truly "own" parts of the Earth?
* Can conservation efforts infringe on personal freedoms?
* What is the American Dream? Does that thought process carry from culture to culture?
 | **Unit Enduring Understandings***Students will understand that**everything they do has an effect the world around them. The choices they make today will have an effect on the generations to come. It is important try effort to keep the world a healthy place for all.* |
| **Unit Objectives***Students will know…...** *jobs and business*
* *Volunteerism*
* *Technology*
* *Professions*
* *Workplace terms*
* *Natural disasters*
* *Environment*
 | **Unit Objectives***Students will be able to…** describe their future careers and their plans for the future
* describe why volunteerism is important
* Write a formal letter for a cause
* describe conservation efforts
* describe natural disasters and what can be done to help the area
* talk about ways to protect the environment.
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