

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
MANDARIN CHINESE, FRENCH, GERMAN, ITALIAN, AND SPANISH
AUGUST 2021
GRADES 5 - 6**

Course Overview

The broad objective of the World Language Program in the fifth and sixth grades is to introduce and develop the three modes of communication: interpersonal, interpretive, and presentational. Students are offered a year-long program which allows them to start the process of building second language acquisition. The course meets every other day for the entire school year.

The approach of the fifth and sixth grade curriculum is thematic in nature and allows the teacher flexibility by addressing key grammatical structures through different thematic scenarios that recycle and spiral previously learned material. At this level, teachers implement a *natural approach* to second language acquisition where they address the development of all domains of language, while focusing on the development of communicative proficiency and oral production. This curriculum facilitates the development of authentic, meaningful educational experiences; it also allows teachers to integrate various subject areas' content while infusing linguistic and cultural awareness on a daily basis.

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Unit	Topic(s)	Strand	CPIs	Learning Targets	Assessment	Interdisciplinary Connections
All About Me	Greeting	Interpretive Interpersonal Presentational	7.1.NL.IPRET.1 7.1.NL.IPRET.3 7.1.NM.IPRET.5 7.1.NM.PRSNT.1 7.1.NL.IPERS.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	Students will recognize and imitate appropriate gestures and intonation of the target culture(s)/language during greetings and leave-takings.	Formative Teacher Observation Teacher Ask Questions Peer Interaction Physical Response Alternative Assessment Skit project Summative Common Assessment 1 (alphabet)	Language Arts: Reading, Writing, Listening NJLSA.R1. Math: Counting 4.1.K.B.4 Social Studies: Culture differences NJLS2.1.1.8.D.2 Music: Vocabulary Review Songs, Folk Songs NJLS2 1.3.2.B.2, 1.3.2.B.6 Performing Arts: Create Skits NJLS1.3.2.C.1 Art: Cultural Arts and Crafts NJLS2 1.4.2.A.2 Technology: Interactive Games and PowerPoint NJLS2 8.1.2.B.1 21st Century Standards: CRP1, CRP2, CRP4, CRP8,CRP11, CRP12
				Students will practice culturally appropriate greetings and farewells.		
	Alphabet	Interpretive Interpersonal Presentational	7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.3	Students will be able to recognize and label letters of the alphabet. Students will be able to spell their names.	Common Assessment 2 (greetings/classroom expressions)	

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All About School	Numbers	Interpretive Interpersonal Presentational	7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.3	Students will learn numbers 0-50 Students will learn how to ask and answer questions such as: <i>What is your telephone number?</i> and <i>How old are you?</i>	Formative Teacher Observation Student Participation Teacher Ask Questions Peer Interaction Physical Response Alternative Assessment School project Summative Common assessment 3 (numbers) Common assessment 4 (classroom objects)	<p>Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4</p> <p>Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20</p> <p>Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2</p> <p>Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
	School Objects and Subjects	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.3	Students will be able to express preferences of schools subjects using memorized words and phrases. Students will be able to identify familiar school objects and supplies based on simple oral description. Students will be able to present a multimedia rich presentation that presents activity preferences and practices at school.		

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	Classroom Expressions	Interpretive Interpersonal Presentational	7.1.NM.A.2 7.1.NM.B.2 7.1.NM.C.2 7.1.NM.C.3	Students will be able to demonstrate classroom commands and expression through physical response.		
	Calendar and Schedule	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.2 7.1.NM.C.3	<p>Students will acquire the days of the week.</p> <p>Students will explore the weekly schedules of a typical inhabitant of the target country.</p> <p>Students will ask/respond to questions related to the months of the year and the calendar.</p>		

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<p>All About Food</p>	<p>Fruit</p>	<p>Interpretive Interpersonal Presentational</p>	<p>7.1.NM.A.4 7.1.NM.B.5 7.1.NM.C.4 7.1.NM.C.5</p>	<p>Identify the type of fruit described based on simple oral and/or written descriptions.</p>	<p>Formative Teacher Observation Teacher Ask Questions Physical Response</p> <p>Alternative Assessment Menu/Skit project</p> <p>Summative Common Assessment 5 (fruits and vegetables)</p> <p>Common Assessment 6 (foods and meals)</p>	<p>Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4</p> <p>Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20</p> <p>Music: Vocabulary Review Songs, Folk Songs NJLS2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJLS2 1.4.2.A.2</p> <p>Technology: Interactive Games and PowerPoint NJLS2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
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	Meals of the Day	Interpretive Interpersonal Presentational I	7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.C.4 7.1.NM.C.5	Students will differentiate between the various eateries found in target country.		
	Food and Drinks	Interpretive Interpersonal Presentational	7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.C.4 7.1.NM.C.5	Students will explore the traditional foods and dishes of the target country.		
	Ordering Food	Interpretive Interpersonal Presentational	7.1.NM.A.5 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.C.4 7.1.NM.C.5	Restaurant role-play Order a meal.		

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	Favorite Food	Interpretive Interpersonal	7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.A.1	Students will be able to demonstrate expressions of preference, like and dislike.		
All Around Me	Geography	Interpretive Interpersonal Presentational	7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.5	Students will identify the countries where the target language is spoken. Students will compare and contrast the target country with the United States. Students will acquire the background and history of the language. Students will gain an understanding of the cultural diversity.	Formative Teacher Observation Teacher Ask Questions Physical Response Peer Discussion Alternative Assessment City Map Project Summative Common Assessment 7 (Places around town) Common Assessment 8 (Directions)	Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1 Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4 Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20 Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6 Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

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	Shopping	Interpretive Interpersonal Presentational	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.2</p>	<p>Students will identify different businesses around town.</p> <p>Students will discover the types of markets and shopping habits of target country.</p> <p>Students will compare and contrast the places and habits of the United States and target country.</p> <p>Students will explore the different products sold in target country.</p>	<p>Technology: Interactive Games and PowerPoint NJLS2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
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	Directions	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.5	<p>Students will give directions in the target language.</p> <p>Students will ask for and take directions in target language.</p> <p>Students will familiarize themselves with the map of the foreign language country.</p>		
In My Life	Review previous mastered material Colors	Interpretive Interpersonal Presentational	7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.5	<p>Students will be able to identify all the colors primary, secondary and tertiary colors.</p> <p>Ask and answer questions related to the colors.</p> <p>Differentiate between genders and utilizing the appropriate form of colors.</p>	Formative Teacher Observation Teacher Ask Questions Physical Response Student Demonstrations Alternative Assessment Clothing project	<p>Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2</p> <p>Social Studies: Target Country Culture and</p>

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					<p>Summative Common Assessment 1 (numbers)</p> <p>Common Assessment 2 (clothing)</p>	<p>American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20</p> <p>Music: Vocabulary Review Songs, Folk Songs NJSL2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJSL2 1.4.2.A.2</p> <p>Technology: Interactive Games and PowerPoint NJSL2 8.1.2.B.1</p> <p>21st Century Standards CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
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	Clothing and shopping	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.2	<p>Students will identify the basic articles of clothing.</p> <p>Students will be able to talk about what they are wearing, buying, and ordering.</p> <p>Students will describe colors using gender-appropriate color adjectives.</p> <p>Students will compare and contrast the clothing of the United States and target country.</p> <p>Students will explore the different clothes sold in target country.</p>		
In My House	Rooms	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.5	<p>Students will identify the different rooms found in a typical house or apartment.</p> <p>Students will ask and talk about their rooms.</p> <p>Locate different parts of their house.</p>	Formative Teacher Observation Teacher Ask Questions Physical Response Student Discussion	<p>Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2</p> <p>Social Studies: Target Country Culture and</p>

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						<p>American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20</p> <p>Science: Weather descriptions and predictions NJSL2 1.3-4.3.1.DCI-1</p> <p>Music: Vocabulary Review Songs, Folk Songs NJSL2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJSL2 1.4.2.A.2</p> <p>Technology: Prezi, Microsoft Publisher, Interactive Games, PowerPoint, Interactive Games and PowerPoint NJSL2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
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	Household Objects and Furniture	Interpretive Interpersonal Presentational	7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.5 7.1.NM.A.2 7.1.NM.C.2	<p>Students will list and identify the household objects typical of the United States, and then compare them to those found in the target culture.</p> <p>Students will list and identify basic furniture in their houses.</p>	<p>Alternative Assessment House project</p> <p>Summative Common Assessment 3 (house)</p> <p>Common Assessment 4 (furniture)</p>	
In My Free Time	Hobbies	Interpretive Interpersonal Presentational	7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.5	<p>Students will identify and discuss the various hobbies and extracurricular activities that they do.</p> <p>Students will learn to express likes and dislikes with reference to hobbies and activities.</p> <p>Use memorized fixed phrases and questions to ask and respond to questions related to hobbies and activities.</p>	<p>Formative Teacher Observation Teacher Ask Questions Physical Response Student Demonstrations Peer Discussions</p> <p>Alternative Assessment Hobbies/Sport Project</p> <p>Summative Common Assessment 5 (Sports)</p>	<p>Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2</p> <p>Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20</p> <p>Science: Weather descriptions and</p>

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	Sports	Interpretive Interpersonal Presentational	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.2</p>	<p>Students will learn about the typical sports in target country.</p> <p>Students will identify different sports and their equipment.</p> <p>Students will participate in some of the sports of the target culture.</p> <p>Students will discuss and ask about the sports they play using fixed expressions and questions.</p>	<p>Common Assessment 6 (Hobbies)</p>	<p>predictions NJSLS2 1.3-4.3.1.DCI-1</p> <p>Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2</p> <p>Technology: Prezi, Microsoft Publisher, Interactive Games, PowerPoint, Interactive Games and PowerPoint NJSLS2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
In the Forecast	Weather	Interpretive Interpersonal Presentational	<p>7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.5</p>	<p>Students will identify the weather where the target language is spoken.</p> <p>Students will recognize the different weather between the various target countries and regions.</p> <p>Students will compare and contrast the target country with the United States with relation to the weather.</p> <p>Students will acquire the vocabulary to discuss the weather in fixed expressions and memorized questions.</p>	<p>Formative Teacher Observation Teacher Ask Questions Physical Response Peer Discussion Peer Interaction</p> <p>Alternative Assessment Weather Forecast</p> <p>Summative Common Assessment 7 (weather) Common Assessment 8 (calendar)</p>	<p>Language Arts: Listening, Speaking, Reading, Writing NJSLSA.R1</p> <p>Math: Counting, Addition, Subtraction NJSLS2 4.3.1.D.4, 4.4.M.2</p> <p>Social Studies: Target Country Culture and American Culture NJSLS2 6.1.4.D.13, 6.1.4.D.20</p> <p>Science: Weather descriptions and predictions NJSLS2 1.3-4.3.1.DCI-1</p>

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	Climate	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.2	Students will learn about the climate in target country. Students will identify climates in the United States. Learn the vocabulary and idiomatic expressions needed to discuss climates in target language. Students will compare and contrast the climates of the United States and target country.		<p>Music: Vocabulary Review Songs, Folk Songs NJLS2 1.3.2.B.2, 1.3.2.B.6</p> <p>Art: Cultural Arts and Crafts NJLS2 1.4.2.A.2</p> <p>Technology: Prezi, Microsoft Publisher, Interactive Games, PowerPoint, Interactive Games and PowerPoint NJLS2 8.1.2.B.1</p> <p>21st Century Standards: CRP1, CRP2, CRP4, CRP8, CRP11, CRP12</p>
	Seasons	Interpretive Interpersonal Presentational	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.5	Students will identify the seasons and calendar-related words. Students will ask about and give dates in target language.		

THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE(S)
All About Me	Novice-Mid	5-6

Topics :	<i>Name, Age, Greetings, Alphabet, Courtesies, Numbers 1-20, Classroom Expressions</i>
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Unit Description

<i>Students learn how to ask and answer memorized questions related to self</i>	
<i>Interpretive</i>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<i>Interpersonal</i>	<i>They engage in short conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<i>Presentational</i>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Greetings and leave-taking ▪ Alphabet ▪ Numbers 0-20 ▪ Courtesies ▪ Vocabulary to express age ▪ Memorized questions related to age, feelings, name ▪ Classroom expressions ▪ Formal vs. informal <p>The following items have been addressed and are being recycled in this unit :</p> <ul style="list-style-type: none"> ● Alphabet ● Greetings ● Numbers 0-20 ● Formal vs. Informal 	<ul style="list-style-type: none"> ● Use appropriate greetings and leave taking from the target culture ● Express feelings ● Ask and respond to questions related to name, age ● Identify when to use formal vs. informal ● Identify culturally specific gestures ● Demonstrate understanding of classroom commands through physical response

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRET. 1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NL.IPRET. 3	Recognize a few common gestures associated with the target culture(s).
7.1.NM.IPRE T.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPER S.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NL.IPERS .1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NL.PRSN T.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Use appropriate greetings and leave-taking from the target culture.	7.1.NM.IPERS.5
2	Ask and respond to memorized questions regarding feelings using oral communication and digital tools in the target language.	7.1.NM.PRSNT.1 7.1.NL.IPERS.1 7.1.NM.PRSNT.5

3	Demonstrate understanding of classroom commands through appropriate physical response.	7.1.NM.IPRET.1 7.1.NM.IPERS.4
4	View and manipulate culturally authentic materials to identify family vocabulary and other related vocabulary.	7.1.NL.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.5
5	Demonstrate understanding of All About Me vocabulary in culturally authentic songs, rhymes, and poems.	7.1.NM.PRSNT.3
6	Copy/write vocabulary on student dry-erase boards and journals.	7.1.NL.PRSNT.1
7	Use digital and multi-media tools to present numbers	7.1.NM.PRSNT.2
8	Ask and give personal information related to name, age, and where you're from.	7.1.NM.IPRET.3 7.1.NL.IPERS.1

VOCABULARY: Greetings : Hello, Good morning, Good afternoon, Good night, How are you? What's up? I am good/bad/okay, And you? My pleasure, My name is...What is your name? Where are you from? I am (from)...How old are you? I am...years old, What is your telephone number? Please, Thank you, You're welcome, Goodbye, See you later, Numbers 1-20, Letters of the alphabet, May I go to the bathroom?, May I go to the nurse?, May I go to my locker?, May I sharpen my pencil?, May I get a drink?, Stand up, Sit down, Raise your hand, Go to the board, Listen/Pay attention, Take out your computer, Open your computer, Close your computer.

CULTURE:

I can tell you how...

- people greet each other that they know in the target cultures
- people greet each other that they don't know in the target cultures
- personal space is different in the target cultures
- Accents/umlauts differ between languages

Suggested Activities

NAME	DESCRIPTION
Sparkle	<p>Have all students sit on top of their desks, the teacher will say a word and the students are to spell it by saying one letter at a time. Once the word is spelled out, the next person can repeat the word or say Sparkle. If they chose to say Sparkle the next person would be out. When they get out, they should sit on their chairs. Then the teacher would say another word and so on until only one player was left.</p> <p><i>Example</i> Rosa. The first student would say R, the next would say O, the next S, the next A, the next ROSA and the next Sparkle making the next person out!</p>
	Students line up in two equal rows.

<p>Corn Game</p>	<p>Teacher has a list of words to run through as students advance through their lines. The first two students (one for each row) will be waiting for a word from the teacher. Give each an ear of plastic corn. They can be words spelled in target language or cognates depending on the lesson. U.S. state names, junk food brands, movie titles, musical terms, etc. can be used to furnish a list. The student who gets it correct moves to the rear of their line, while the other one stays. The first line to go through all of their players wins the round. Many rounds can be played depending on time.</p>
<p>Songs</p>	<ul style="list-style-type: none"> ● Alphabet ● Greeting Song
<p>Skits</p>	<p>Using greetings, birthdays, addresses, telephone numbers and feelings, students will work with partners asking questions using the targeted vocabulary that can be projected on the white board. Students may use technology to record themselves or perform a live skit.</p>
<p>Memory Game</p>	<p>This activity can be used at any level with isolated vocabulary words or questions/answers. Use a pocket chart to place matching pictures, picture-word matches, or question-answer matches. Place the cards so that only the back is seen. The back of each card should have a color or number so that students can ask for the card they would like to see. The goal of the game is to find pictures that match or question-answer cards that go together.</p>
<p>Gouin Series</p>	<p>Teacher presents the series to the class orally, accompanying words with pantomime, props. Teacher repeats the series orally and class joins in with pantomime, not with words. Class pantomimes series as teacher repeats orally but does not model actions. Individuals pantomime the series as the teacher repeats orally. Class imitates series orally as well as physically, first together and then as individual volunteers.</p>
<p>Question Ball Toss</p>	<p>Use a foam ball for this activity. Ask a question such as <i>What is your name?</i> Or <i>How are you?</i> Throw the ball to a student who knows the answer to the question. After answering the question, that student asks another related question and throws the ball to another student. This continues until all students have asked/answered a question or time runs out.</p>

<p>Paddle Writing Activity</p>	<p>Students form 2 teams/lines standing or sitting. The two students in front hold a paddle. Teacher presents an image on the board. Students quickly write on the paddle then say corresponding words. Student that writes/says the word correctly gains a point for their team. Students move to the back and hand paddles to the next 2 students and so on.</p>
<p>Classroom Expressions</p>	<p>Introduce classroom expressions on the board. Try using TPR to teach common classroom expressions that are used in schools in mainland such as: May I go to the bathroom? Nurse? Locker? May I sharpen my pencil?</p>
<p>Spelling Games</p>	<p>Students play spelling games using different variations: 1) The class is divided into groups. Groups are assigned a list of words. They practice spelling this selection as fast as possible Each group is invited to present their selection of words using a timer. The fastest group that spells the words accurately wins the round. 2) Pair activity: students spell a mystery word (Ex: favorite movie) and spells it out to their partner one letter at a time.</p>
<p>Classroom Poster</p>	<p>Students create a poster of essential expressions they use in the classroom such as "Can I go to the bathroom? Can I sharpen my pencil? ..."</p>
<p>Oral activity</p>	<p>Students are assigned a partner A & B. Teacher asks students to stand up and find their partner A or B. Students ask their partner questions such as: what is your name? how old are you? etc. students will switch from one partner to the other and continue with asking questions.</p>

EXTENSION ACTIVITIES:

All About Me Posters: Students will make personal posters and present them to the class.

All About Me PowerPoint: As a class, a presentation is made in PowerPoint using vocabulary and photographs for names, birthdays, where they're from.

Alphabet Books: Students will create a small children's alphabet book, where each letter must contain a word and a picture.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening NJLSA.R1.

Math: Counting 4.1.K.B.4

Social Studies: Culture differences NJSLS2.1.1.8.D.2

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Performing Arts: Create Skits NJSLS1.3.2.C.1

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

Skit project

SUMMATIVE ASSESSMENT:

Common assessment 1 (greetings)

Common assessment 2 (alphabet)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 2

THEME	PROFICIENCY	GRADE(S)
All About School	Novice-Mid	5-6

Topics :	<i>School Objects & Supplies, Classroom Expressions & Calendar</i>
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Unit Description

<i>Students explore how school life is similar and different in the home and target culture (i.e. classes, schedules, school supplies, activities, and classroom etiquette).</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on schools in the target culture.</i>
<i>Interpersonal</i>	<i>They engage in short conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to school life.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to introduce and describe their school life.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Schools objects ▪ Activities associated with school ▪ Classroom expressions introduced in Unit 1 will be recycled and reinforced so that students can use them independently ▪ Memorized phrases associated with school ▪ Days of the week ▪ Months ▪ Date ▪ Numbers 0-50 	<ul style="list-style-type: none"> ▪ Walk through a typical school day. ▪ Identify school objects found in the target culture and in the U.S. classroom. ▪ Compare schools in target culture with schools in the U.S (or another culture where the student is from). ▪ State the date ▪ Use classroom expressions to express needs ▪ Count to 50

**World Languages Standard/Proficiency Level/Cumulative Progress Indicators
(Strands: Interpretive = A, Interpersonal = B, Presentational = C)**

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	View and manipulate culturally authentic materials to identify classroom items and other school vocabulary.	7.1.NL.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.5
2	Express preferences of school subjects using memorized words and phrases.	7.1.NL.IPERS.1
3	Present a multimedia rich presentation that shows activity preferences and practices at school.	7.1.NL.IPRET.1 7.1.NM.IPRET.3
4	Ask and respond to memorized questions and expressions related to classroom objects and routines within the school	7.1.NM.PRSNT.1 7.1.NM.IPERS.5 7.1.NM.IPERS.3 7.1.NL.IPERS.1
5	Identify familiar school subjects, objects and supplies based on simple oral description.	7.1.NM.PRSNT.2
6	Demonstration of classroom commands and expression through physical response.	7.1.NM.IPRET.1 7.1.NM.IPERS.4
7	Use digital tools to exchange basic information at the word and memorized-phrase level related to school schedule.	7.1.NM.PRSNT.1

VOCABULARY: May I go to the bathroom?...Nurse? ...Locker? May I get a tissue? May I sharpen my pencil? May I get a drink? Book, Pen, Paper, Pencil, Eraser, Marker/Colored Pencils, Scissors, Glue, Pencil sharpener, Notebook/binder, Folder, Computer, Laptop, Locker, Dictionary, Desk, Chair, Whiteboard, Clock, Bell, Backpack, Calculator, Numbers 20-50, Days of the week & Months, Today's date.

CULTURE:

- I can tell you about school schedules in the target cultures
- I can tell how students and teachers interact in the target culture
- I understand that writing the date is different in target cultures
- Grading system of the target culture vs the US

Suggested Activities

NAME	DESCRIPTION
Classroom Expressions	Review class routines and instructions on the board. Try using TPR to teach common classroom expressions that are used in schools in mainland such as: May I go to the bathroom? Nurse? Locker? May I sharpen my pencil? May I get a tissue?
Scavenger Hunt	Give students a list of items to find in the classroom
What Is Missing?	Put some objects on a table, for all the class to see. Go through each item in the other language, then ask a pupil to remember all the items on the table, get that pupil to then leave the room. Take an item off the table and then get that child to come back into the room and tell the rest of the class what item is missing in that language. If it is correct, they get to choose what item to take away next time.
What Is In Your Backpack?	Students are to label items pulled out of a backpack.
School Spin Wheel	The spin wheel will include different schools objects. The students will spin the wheel, and whichever object it lands on, students will have to say the item in the target language.
Song and Rhyme	<ul style="list-style-type: none"> • Days of the Week
Macarena Months	Students stand up and follow teacher's moves to say months of the year by reciting the macarena. For each move they will say a month.

Bingo	Students will complete bingo sheets with school supplies. The teacher will lead the game first, and have students take over the teacher's role.
Back-to-School Shopping	The class is divided into 2 groups: Teachers and Students. Group A are teachers and are given cards with a selection of school supplies (Each card shows a picture of a specific object). Students are assigned to a random subject (Ex: Math) and need to create a list of 6 objects they will need to use for this subject. Then they visit each teacher station and ask for what they need until they fill their list.
Guess the Price	Students have to guess the price of various school supplies in US vs target culture. Students compete in pairs and the one that gives the most accurate answer wins the round. Teacher can use an actual store of comparable price points for reference
Fly Swatter	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.

EXTENSION ACTIVITIES:

Hot Seat: To play this guessing game, start by leading the class to review the target vocabulary with pictures. Then have a volunteer select a picture card and hide it from him/her by putting off the board and asking the student to face the rest of the class. Students in the class will give hints until the hidden word is guessed by the student in the Hot seat. The student that gives the guessing clue is up next.

School Memory: Students can first create matching cards of school vocabulary by drawing the pictures and coloring them and then in groups of 4 they can play memory, once the pair is discovered the student must say the vocabulary in the target language to keep the pair. The student that has the most pairs wins.

School Schedule Project: Students present their school schedule, walking us through what class they have each period and at least 3 supplies/classroom items that they need for each.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJSLA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSL2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

School Schedule project

SUMMATIVE ASSESSMENT:

Common assessment 3 (numbers)

Common assessment 4 (classroom objects)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 3

THEME	PROFICIENCY	GRADE(S)
All About Food	Novice-Mid	5-6

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Topics :	<i>Fruits & Vegetables, Meals, Names of Foods, Beverages, Ordering Food</i>
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Unit Description

<i>Students compare and contrast food choices in the target culture and in the United States by examining cultural products and practices.</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as supermarket advertisement, menu, recipes, and short video clips that focus on food in the target culture.</i>
<i>Interpersonal</i>	<i>They engaged in short conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to food in both the target culture and the U.S. (and other cultures if appropriate).</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to describe their food preferences and practice at home.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Names of the common vegetables and fruit ▪ Names of common foods and beverages in the target cultures and USA ▪ Names of the different meals of the day ▪ Names of the different courses of a meal Expressions for ordering and serving food at a cafe/restaurant 	<ul style="list-style-type: none"> ▪ Ask and respond to memorized questions related to food preferences, products, and practices. ▪ Present information related to food preferences, products, and practices in target culture. ▪ Order and serve food at a cafe/restaurant ▪ Make choices from a basic menu based on preferences

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRE T.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRE T.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.PRS NT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPER S.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRS NT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRS NT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify the type of fruit/vegetable described based on simple oral and/or written descriptions.	7.1.NM.IPRE.T.1
2	Exchange information using words, phrases, and short sentences practiced in class on meals of the day.	7.1.NM.IPERS.3
3	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
4	Ask and respond to simple questions regarding culturally authentic materials on food using memorized words and phrases.	7.1.NM.IPRE.T.3 7.1.NM.IPERS.4
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to food preferences.	7.1.NM.IPRE.T.5 7.1.NL.IPRE.T.1

6	Give and follow simple oral and written directions, commands, and requests through physical response as they relate to ordering food.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
7	Recite and/or dramatize simple poetry, rhymes, songs, and skits.	7.1.NM.PRSNT.3
8	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to food.	7.1.NL.IPRET.1

VOCABULARY: Menu, Meals, Enjoy your meal, Good/Bad, Waiter/customer, Food, Beverages, Vegetable, Fruit, Apple, Pear, Banana, Orange, Strawberry, Grape, Watermelon, Tomato, Cucumber, Carrot, Pepper, Lettuce, Beans, potatoes, corn, Soft Drinks, Coffee, Milk, Water, Tea, Hamburger, Bread, Butter, Oil, Sandwich, Cheese, Vegetarian, Soup, Salads, Chocolate, Pastries, Cake, Cookies, Ice cream, French fries, Meat, Fish, Poultry, Breakfast, Lunch, Dinner, Dessert, Specialties from the target culture.

CULTURE & CULTURAL COMPARISONS:

- I can compare eating times in the target cultures with those of the U.S.
- I can tell what foods and meals are important in the target cultures. (bread, eggs for dinner, etc.)
- I can identify foods from the target culture
- I can read a menu from the target culture
- I am familiar with the social etiquette at a cafe or a restaurant in the target culture

Suggested Activities

NAME	DESCRIPTION
La Patisserie	<p>Students will practice ordered pairs through a game akin to Battleship.</p> <p>Students get into groups of 4. Each group is given two of the following boards. On one, they will cut out the pastries and breads on the bottom and paste them onto the board about making sure the number of spaces corresponds to the key. This board will be kept hidden.</p> <p>The other board will be used for recording their hits and misses. However, in the case of Patisserie, each hit will be considered a bite of the pastry they are trying to eat, rather than sink.</p> <p>Teams will take turns shouting an ordered pair (e.g. B5) and the other team will tell them the verdict: bitten, eaten, or missed! If a bite occurs, that team will have another go.</p> <p>Game play continues till all the pastries are eaten.</p>
Fruit Stand	<p>Students will role play a farmer and a customer. The customer will order different fruits from the fruit stand and the farmer will pack the</p>

	items according to the customer's request and collect the money from the customer.
Fly Swatter	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.
Bingo	Students will complete bingo sheets with names of food and utensils. The teacher will lead the game first, and have students take over the teacher's role.
Restaurant	Provide a simple menu with names of some popular food found on a menu, and some basic sentence patterns needed to ask for these foods in a restaurant. Have students do role play between a waiter and a customer. Prepare utensils to make the role play more realistic.
Skits	Students will create dialogues in which they order food, request the check, express likes and dislikes, and say where they went.
What Is Missing?	Put some objects on a table, for all the class to see. Go through each item in the other language, then ask a pupil to remember all the items on the table, get that pupil to then leave the room. Take an item off the table and then get that child to come back into the room and tell the rest of the class what item is missing in that language. If it is correct they get to choose what items to take away next time.
Gouin Series	Teacher presents the series to the class orally, accompanying words with pantomime, props. Teacher repeats series orally and class joins in with pantomime, not with words. Class pantomimes series as teacher repeats orally but does not model actions. Individuals pantomime the series as teacher repeats orally. Class imitates series orally as well as physically, first together and then as individual volunteers.
Market Activity	Class is divided in 2 groups. Groups take turns acting as shoppers and customers. Shoppers set up their own produce stand.

	Customers are provided with a shopping list and need to buy the items on their list. The first 3 shoppers who complete their shopping list win the round. The teacher may use realia or picture cards for this activity
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EXTENSION ACTIVITIES:

My Diet: Have students role-play journalist and interview each other on their dietary habits. Then ask students to report the results.

Making of the Classroom Menu: Assign students into groups, and have each group make a part of the menu (appetizers, main courses, desserts and beverages). At the end of the project, the teacher will put all the parts together to create a classroom menu.

Role-Play Scenes: Have students engage in restaurant role-play. Students can create scenarios typical of the target language country.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

Menu project

SUMMATIVE ASSESSMENT:

Common assessment 5 (fruits and vegetables)

Common assessment 6 (food and meals)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 4

THEME	PROFICIENCY	GRADE(S)
All Around Me	Novice-Mid	5-6

Topics :	<i>Geography, Around Town, Shops and Shopping, Directions</i>
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Unit Description

<i>Students explore how geography and towns are similar and different in the home and target culture (i.e. cities, transportation, stores, shops, and directions).</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on geography in the target culture.</i>
<i>Interpersonal</i>	<i>They engaged in short unrehearsed/unscripted conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to shopping and getting around town.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to introduce and describe places in the target country.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Countries and Cities ▪ Shops ▪ Giving and asking directions ▪ Shopping 	<ul style="list-style-type: none"> ● Students will identify different businesses around town. ● Students will discover the types of markets and shopping habits of target country. ● Students will compare and contrast the places and habits of the United States and target country. ● Students will explore the different products sold in target country. ● Students will interpret and give directions in the target language. ● Students will familiarize themselves with the map of the foreign language country.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Express places of travel using memorized words and phrases.	7.1.NM.IPERS.4
2	Present a multimedia rich presentation that shows activity preferences and practices around town.	7.1.NL.IPRET.1 7.1.NM.IPRET.1
3	Identify familiar shops, and places based on simple oral description.	7.1.NM.PRSNT.2
4	Demonstration of asking and giving directions through physical response.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to getting around town.	7.1.NM.PRSNT.1
6	Present cultural products and imitate cultural practices related to places as found in age-appropriate, culturally authentic materials.	7.1.NM.PRSNT.5

7	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.PRSNT.3
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VOCABULARY: Europe, City, Town/Village, Shops/places in town (Bakery, Butcher, Supermarket, Mall, Clothing Store, Bank, Post Office, Train Station, Bus Stop, Airport, School, Pharmacy, Library, Hotel, Movie theater, religious buildings, pool, park, museum, town hall, stadium, cultural specialties stores), Turn Right, Turn Left, Straight Ahead, Stop, Go, turn around, go back.

Culture

- I can locate the target language country on a map
- I can ask and give directions in the target language
- I can identify specialty stores in target culture

Suggested Activities

NAME	DESCRIPTION
Robot	<p>Students will learn how to tell and understand directions in the target language.</p> <p>Teacher first writes four basic commands on the board: turn right, turn left, walk forward and stop.</p> <p>To model for the student, and so they come to understand the meanings of the four commands, each gets a turn saying one at random to their classroom robot, namely the teacher!</p> <p>The teacher does whatever the students say until all the students have understood the four commands.</p> <p>Now it is time for the students to pair up and take turns being a robot or controller. They are given specific safety guidelines depending on the room, and begin once they are ready.</p> <p>After a short while, they switch roles and carry on as before.</p> <p>Once they have had enough time to practice, mini races can be performed two at a time. A controller can direct his/her robot around a group of desks as another controller tries to do the same.</p> <p>Students watching can police the controllers and robots to make sure they are performing the commands given to them, rather than trying to be first around the course.</p>
Scavenger Hunt	<p>Give students a list of items to seek. If nature is being studied, take the students outside to do the scavenger hunt. Other hunts can take place within a classroom, in the school, around town, at home, etc.</p>
City Brochure	

	<p>Students chose a partner and a city and they are to research, describe and get a picture of at least 2 interesting attractions they can be visited in that city. They will then present their project to the class. Each group should have a different city. Research can be done at home or in class, but assembling the project should be done during class time.</p>
<p>Color Spots</p>	<p>Teacher lays out color spots randomly around room. They can be placed in rows to make a rectangle, or in a predetermined order reminiscent of a board game. Teacher has a list of directions that would lead student throughout the maze correctly. Students are put into teams of five and each group makes an attempt at making it through the spots.</p> <p><i>Example</i> Teacher has directions that read <i>Move forward ten spaces (or colors), two spaces, back three spaces, turn left, forward three spaces, back one, etc.</i></p> <p>Student teams will have the opportunity to make attempts. They need to pay attention to each team's advances since they will be accumulating the information to get their players through the spots. The first time this is played, teacher can make it easier by only having students go forward.</p>
<p>Globe Toss</p>	<p>Students will toss a globe around the room making sure every student gets a chance. Every time a student catches a globe they will look to see where their right index finger is resting and shout out the name of the country. This works best if the countries on the globe are in the target language. If they are not, the teacher can have the students repeat the country in the target language. If the country in question is in fact a country where the target language is spoken, then they will get a point. This can be done individually or on teams. As the students identify the correct country, another student can write the name on the whiteboard. If the student should be touching an ocean or another body of water, then they shout out the word for water in target language. This can</p>

	<p>be made more difficult at higher levels if geographical terms are being learned.</p> <p>The first group to reach five is the winner.</p> <p>Students can list their countries on the whiteboard in a single list or under the names of the appropriate continent.</p> <p>The list on the board will serve as a starting point for the students to narrow down their choice for a future virtual trip to that country.</p> <p>Discussions with the students about each country can also ensue.</p>
Post Card Project	<p>Students choose a topic from the target culture (monument, famous person or character, food, etc.).</p> <p>After doing research on 5-10 interesting facts and bringing in a graphic source for the project, they are ready to begin.</p> <p>On one side of the postcard (8x10 piece of tag board), they draw and color their postcard design.</p> <p>On the reverse side, the students write their post card to a friend or family member making sure it sounds friendly, but also includes the facts about their topic.</p> <p>Other elements that should be included are the caption, the date in the target language, and a designed stamp from the target culture.</p>
Bingo	<p>Students will complete bingo sheets with school subjects and supplies. The teacher will lead the game first, and have students take over the teacher's role.</p>
Fly Swatter	<p>Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter.</p> <p>When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.</p>

EXTENSION ACTIVITIES:

Hot Seat: To play this guessing game, start by leading the class to review the target vocabulary with pictures. Then have a volunteer select a picture card and hide it from him/her by putting of the board and asking the student to face the rest of the class. Students in the class will give hints until the hidden word is guessed by the student in the Hot seat. The student that gives the guessing clue is up next.

Around Town: Give each student a paper Vespa or other vehicle, hand out several maps, students will take turns giving each other direction.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

City map project

SUMMATIVE ASSESSMENT:

Common assessment 7 (places around town)

Common assessment 8 (directions)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 5 / 6th GRADE

THEME	PROFICIENCY	GRADE(S)
In My Life	Novice-Mid	5-6

Topics :	<i>Review previous mastered material, Colors, Clothing, Shopping, Numbers up to 1,000</i>
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Unit Description

<i>Students will identify and describe the clothing they choose to wear. Students will use phrases common to going shopping for clothes.</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as clothing catalogs/websites and short video clips that focus on clothing in the target culture.</i>
<i>Interpersonal</i>	<i>They engage in short conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to clothes and shopping.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to describe clothing they wear.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Names of clothing ▪ The basic colors ▪ Review numbers ▪ Shopping for clothes 	<ul style="list-style-type: none"> ▪ Ask and respond to memorized questions related to clothing and their colors ▪ Present information related to clothing descriptions and preferences ▪ Use memorized words and phrases to express clothing preferences and discuss prices

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify the clothing item described based on simple oral and/or written expressions.	7.1.NL.IPRET.1 7.1.NM.IPRET.1
2	Exchange information using words, phrases, and short sentences practiced in class on clothing, colors, sizes, and prices.	7.1.NM.IPERS.3
3	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
4	Ask and respond to simple questions regarding culturally authentic materials on clothing and daily routines using memorized words and phrases.	7.1.NM.IPRET.3 7.1.NM.IPERS.4
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to shopping.	7.1.NM.PRSNT.1

6	Give and follow simple oral and written directions, commands, and requests through physical response as they relate to shopping preferences.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
7	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to clothing, colors, sizes and prices.	7.1.NL.IPRET.1

VOCABULARY: Shirt, Pants, Sweater, Dress, Skirt, Bathing suit, Shoes, Socks, Sneakers, Sandals, Belt, Shorts, Hat, Cap, Jacket, Coat, What color is it? What's your favorite color? Red, Orange, Yellow, Green, Blue, Purple, Brown, Pink, White, Black, Gray, How much? I would like, I like, I don't like, Let's go shopping, What color?, What size?, It's expensive, It's cheap, It's pretty, It's ugly, It's big, It's small, What do you prefer?, What brand is it? Cultural specific brands/types of stores.

CULTURE:

- I can understand how prices/currency are different in target culture
- I can understand how clothing sizes are different in the target culture
- I can recognize some brands/ types of stores from the target culture
- I can compare clothing styles between the US and the target culture

Suggested Activities

NAME	DESCRIPTION
Fashion Show	Students will role play a fashion show. Students will walk into the room while another student introduces them and describes the clothes they are wearing. Students will work in pairs and will be given ample time to prepare their show. They will then alternate so each will have a chance to walk the catwalk.
Color Spots	Plastic gym spots are placed in a random order around the edge of the room. Students gather in groups of 5 and start at different spots around room (home base). The object of this activity is to get all of your teammates around the room and back to home base. Teacher has prepared cards with one color on each. Each team takes turns pulling a card and advancing to the next gym spot of the same color. Any one player on the team may move, but no two students may occupy the same spot at the same time.
Catalog Collage	Provide a variety of catalogs for the students to use. Students will get into pairs or groups of three. Have students cut out clothes that they like and paste them onto a piece of tag board.

	Once they have found a complete outfit, they can begin describing them to others in their group, then to the entire class.
Skits	Students will create dialogues related to going shopping. They will ask for sizes, colors, prices, and will express preferences.
Gouin Series	Teacher presents series to the class orally, accompanying words with pantomime, props. Teacher repeats series orally and class joins in with pantomime, not with words. Class pantomimes series as teacher repeats orally but does not model actions. Individuals pantomime the series as teacher repeats orally. Class imitates series orally as well as physically, first together and then as individual volunteers.
My Shopping Spree	Students are given a list of popular clothing stores for teens in the target country. Students are tasked to select a new wardrobe for the fall by shopping in the stores of their choice. Students need to spend within the allocated budget and create a wardrobe that is also practical and varied enough to be used in different situations (Ex: school, sports, celebrations, ...)

EXTENSION ACTIVITIES:

Myself PowerPoint: Have students create a slide show where they can use pictures of themselves dressed in different outfits and describe what they're wearing.

Making a Catalog: Assign students to groups of 3-4, and have each group make a part of the clothing catalog (different seasons, different genders, different functions). At the end of the project, the teacher will put all the parts together to create a classroom catalog.

Role-Play Scenes: Have students engage in shopping role-play incorporating previous thematic units. Students can create scenarios typical of the target language country.

Clothing Go Fish!: Have students try to collect enough body cards for a complete outfit.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

Clothing project

SUMMATIVE ASSESSMENT:

Common assessment 1 (numbers)

Common assessment 2 (clothing)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 6

THEME	PROFICIENCY	GRADE(S)
In My House	Novice-Mid	5-6

Topics :	<i>Household Objects, Furniture, Rooms</i>
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Unit Description

<i>Students describe their homes by providing information about the floorplan inside, the outside and the interior decoration of various rooms</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts including worksheets, catalogs, magazines, and clips about houses in target country.</i>
<i>Interpersonal</i>	<i>They engage in short conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to their homes and their rooms.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to describe their house and rooms.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Names of rooms ▪ Names of household objects and furniture ▪ Expressions to talk about their rooms ▪ List floor levels in a home 	<ul style="list-style-type: none"> ▪ Identify main idea of an authentic text dealing with houses and household items ▪ Ask and respond to memorized questions related to their homes ▪ Describe the floorplan of a home ▪ Describe the furniture in a room

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IP T.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IP T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

7.1.NM.IPRE T.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NL.IPRE T.3	Recognize a few common gestures associated with the target culture(s).
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NL.IPRE T.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRE T.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.PRS NT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPER S.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRS NT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRS NT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify the parts of the house described based on simple oral and/or written descriptions.	7.1.NL.IPRE.T.1 7.1.NM.IPRE.T.1
2	Exchange information using words, phrases, and short sentences practiced in class relating to their homes.	7.1.NM.PRS.NT.5 7.1.NM.PRS.NT.6
3	Present cultural products and imitate cultural practices related to the house and furniture as found in age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.IPRE.T.3 7.1.NM.IPER.S.4
4	Ask and respond to simple questions regarding culturally authentic materials on household items using memorized words and phrases.	7.1.NM.IPRE.T.3 7.1.NM.IPER.S.4

5	Use digital tools to exchange basic information at the word and memorized-phrase level related to their homes.	7.1.NM.PRSNT.1
6	Give and follow simple oral and written directions, commands, and requests through physical response as they describe their rooms and homes.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
7	Scan age-appropriate culturally authentic audio, visual, or written text from the Internet and elsewhere to identify furniture and other household items, the names of rooms, and types of homes.	7.1.NL.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.5
8	Comprehend culturally authentic texts to identify cultural practices related to homes, rooms, and furniture.	7.1.NL.IPRET.3
9	Create a multimedia rich presentation to compare houses at home and in the target culture.	7.1.NM.IPERS.2
10	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to houses, household objects, furniture.	7.1.NL.IPRET.1

VOCABULARY: Apartment, House, Garage, Yard, Bedroom, Living Room, Dining Room, Entry, Office, Kitchen, Family Room, Patio, Bathroom, Basement, Attic, Couch/Sofa, Chair, Armchair, Nightstand, Table, Coffee table, Bed, Dresser, Wardrobe, Television, Bookshelf, Lamp, Desk, Rug, Mirror, Refrigerator, Microwave, Oven, Stove, Clock, Dish Washer, Sink, Toilet, Bathtub, Door, Window, Curtains, Picture/painting, First floor, Second floor, Third floor, Stairs.

CULTURE:

- I can recognize and identify different rooms and household objects
- I can compare and contrast the floorplan of a typical home in the target country vs the US
- I can identify furniture typically found in homes of the target culture

Suggested Activities

NAME	DESCRIPTION
Dream House	Students will create a floor plan of their dream house. For advanced students and projects, houses can include furnishings, and additional components like pools, gazebos, greenhouses, roof decks, etc.
Last One Standing	Teacher will have a set of prepared cards, each with a description of a room or household object written down. Teacher or chosen students will call out each description on the card. All other students stand at their desks. If what is written is true for a particular student, then they sit down in their chairs.

	The last student standing is the winner.
Celebrity House Prezi	Students will create a Prezi on-line presentation of a celebrity's home, or a famous historical landmark. Students are encouraged to choose castles, manors, homes from target culture.
Bigger Than a Bread Box?	Students will play 20 questions using yes/no questions to figure out the secret household object.
Furniture or Appliance Pictionary	Students get into teams of 2-4. Students will take turns going to the board to draw a piece of furniture or an appliance. Each will be written on a card before game play. The first group to guess correctly what picture is being drawn will get the point. This can be made more difficult if gender of each item is included. They will also need to know if it is an appliance or furniture. The group that gets 5 appliances and 5 pieces of furniture first will be the winners.
Shopping Challenge	Provide students with a budget for interior design. Each student or group of students will then go on-line to come up with a list of furniture/appliances to furnish a house with a predetermined number of rooms. This can be done with target culture's currency and websites for more advanced groups. Students should try and be as frugal as possible when purchasing each item. Students present their interior designs to the class.
Skits	Students will create dialogues where they can showcase their homes.
Gouin Series	Teacher presents series to the class orally, accompanying words with pantomime, props. Teacher repeats series orally and class joins in with pantomime, not with words. Class pantomimes series as teacher repeats orally but does not model actions. Individuals pantomime the series as teacher repeats orally. Class imitates series orally as well as physically, first together and then as individual volunteers.

<p style="text-align: center;">Review Questions Writing</p>	<p>Hand each student an index card. Students can work alone or in pairs to write simple questions from this unit or the previous ones. Each student should write a different question. When finished, students can use the questions on cards to complete various speaking activities.</p>
<p style="text-align: center;">Parallel Lines</p>	<p>Students will be divided in two lines and will face each other. Each student will have an index card with a different question on it. Questions from this unit and the previous ones can be used here. (see previous activity.) Students will ask and answer the question, then switch card. Student on the end of one line will move to the opposite end and everyone else will move a spot down. Students on the other line will not move.</p>

EXTENSION ACTIVITIES:

My House PowerPoint: Have students create a PowerPoint where they can use pictures of their houses and rooms to present to the class.

Google Earth Exploration: Have students search the globe for typical dwellings and architecture of target culture.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJSLA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

House project

SUMMATIVE ASSESSMENT:

Common assessment 3 (house)

Common assessment 4 (furniture)

Note: See Qsac chart for a list of the WL accommodations.

House project

THEMATIC UNIT 7

THEME	PROFICIENCY	GRADE(S)
In My Free Time	Novice-Mid	5-6

Topics :	<i>Sports, Hobbies, Activities</i>
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Unit Description

<i>Students identify and describe their hobbies and activities.</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts including education brochures, travel brochures, travel websites, sports clips, magazines, and additional clips about activities in target country.</i>
<i>Interpersonal</i>	<i>They engage in short conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to their hobbies and their other leisure activities.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to describe their hobbies, activities, travel, and target country's hobbies and destinations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Names of hobbies and sports ▪ Names of sports equipment ▪ Expressions to talk about their hobbies ▪ Memorized questions related to their activities outside of school and hobby preferences 	<ul style="list-style-type: none"> ▪ Express preferences relating to hobbies and sports ▪ Ask and respond to memorized questions related to their hobbies ▪ Ask and respond to memorized questions related to sports ▪ Present information related to their hobbies and activities

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when

	supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify different sports and hobbies described based on simple oral and/or written descriptions.	7.1.NL.IPRET.1 7.1.NM.IPRET.1

2	Exchange information using words, phrases, and short sentences practiced in class on their hobbies, sports and leisure activities.	7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
3	Present cultural information and imitate cultural practices related to sports as found in age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.IPRET.3 7.1NM.IPERS.4
4	Ask and respond to simple questions regarding culturally authentic materials on hobbies and sports using memorized words and phrases.	7.1.NM.IPRET.3 7.1NM.IPERS.4
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to their hobbies and sports.	7.1.NM.PRSNT.1
6	Give and follow simple oral and written directions, commands, and requests through physical response as they describe their hobbies and activities.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
7	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to hobbies, and sports.	7.1.NL.IPRET.1

VOCABULARY: Do you do/play...? What do you like to do? What don't you like to do? What is your favorite activity/sport? I like/I don't like..., Painting, Drawing, Reading, Video Games, Watching movies, Fishing, Listening to Music, Watching TV, exercising, Drawing, Dancing, Shopping, Camping, Games, Cooking, Horseback Riding, Soccer, Football, Lacrosse, Basketball, Hockey, Tennis, Golf, Skiing, Skating, Skateboarding, Snowboarding, Surfing, Swimming, Running, Biking, Hiking, Sailing, Specialty sports and hobbies in the target culture.

CULTURE:

- I can tell what hobbies are different from mine and the target culture
- I can compare hobbies between the United States and the target culture
- I can learn and identify the national sports of the target culture

Suggested Activities

NAME	DESCRIPTION
Sports Match	Teacher will have a set of prepared cards, each with a different piece of sports equipment written down. A slide show via the projector can also be incorporated. Teacher will hold up each card, and students will call out each piece of equipment on the card. The students will then identify in which sport the equipment is used. Famous athletes from the United States or target culture can be substituted.
Hobby Relay	

	<p>Students are divided into two groups.</p> <p>Teacher takes students outside for a relay race.</p> <p>Cones are placed in two lines, one for each team.</p> <p>Teacher yells out a hobby (which can be prepared on cards beforehand) and the students must weave in and out of the cones to the other end, where a pile of equipment has been placed.</p> <p>The student must choose the piece of equipment (paintbrush, racket, cleats, etc.) that best fits the hobby and come back.</p> <p>As soon as the first student comes back, another hobby is yelled out and the next student goes.</p> <p>The first team to finish will win the relay.</p>
Gouin Series	<p>Teacher presents series to the class orally, accompanying words with pantomime, props.</p> <p>Teacher repeats series orally and class joins in with pantomime, not with words.</p> <p>Class pantomimes series as teacher repeats orally but does not model actions.</p> <p>Individuals pantomime the series as teacher repeats orally.</p> <p>Class imitates series orally as well as physically, first together and then as individual volunteers.</p>
Review Questions Writing	<p>Hand each student an index card.</p> <p>Students can work alone or in pairs to write simple questions from this unit or previous ones.</p> <p>When finished, students can use the cards to complete various speaking activities.</p>
Oral Activity	<p>Students will be handed an index card with a different question on it.</p> <p>Teacher will ask students to stand up and pair up with a classmate.</p> <p>Teacher will instruct students to ask each other the question on the card, switch card, and continue asking and switching with at least 5 more classmates. For a more challenging activity students can create their own questions.</p>
Interviews	<p>Students work in pairs. Teacher prepares a questionnaire on a google doc. Students interview each other. Answers are recorded and submitted on a google doc. For the second part of the activity, students select 3 questions and rehearse a mini interview that they present to the class orally. For a more challenging activity, students can create a mini interview on their own by creating their own questions and answers.</p>

EXTENSION ACTIVITIES:

Spring Break Dream Vacation: Have students create an itinerary for their dream sport event, including where they are going, and the schedule of the activities they will include on their trip.

Sport TV Spot: Have students create a commercial for their favorite sport or activity in the target language.

Google Earth Sports Stadiums: Have students search the globe to find famous sports' stadiums located in the target country.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJSLSA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Prezi, Microsoft Publisher, Interactive Games, PowerPoint, Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Toward the end of class, the teacher will give a simple command and the students can respond physically to demonstrate their understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.
4. Students play charades and take turns acting out and naming a selection of sports and hobbies

ALTERNATIVE ASSESSMENT:

Hobbies/Sports project

SUMMATIVE ASSESSMENT:

Common assessment 5 (Sports)

Common assessment 6 (Hobbies)

Note: See Qsac chart for a list of the WL accommodations.

THEMATIC UNIT 8

THEME	PROFICIENCY	GRADE(S)
In the Forecast	Novice-Mid	5-6

Topics :	<i>Weather, Climate, Seasons, Number Review</i>
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Unit Description

<i>Students identify and describe the weather, climate and holidays associated with the seasons in the United States and in the target culture.</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts including weather reports, climate graphs, newspapers, and clips about weather in target country.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to the weather.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to describe the current weather and seasons in the US and target country.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ▪ Names of weather and climate ▪ Names of seasons, month ▪ Expressions to talk about the weather and climate ▪ Memorized questions related to weather and climate ▪ Insight into the climates of the target culture and their influence upon said culture 	<ul style="list-style-type: none"> ▪ Identify main idea of an authentic text dealing with weather, climates ▪ Ask and respond to memorized questions related to the weather ▪ Present information related to the weather

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify the weather and climate described based on simple oral and/or written descriptions.	7.1.NL.IPRET.1 7.1.NM.IPRET.1
2	Exchange information using words, phrases, and short sentences practiced in class on weather and climate.	7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
3	Present cultural products and imitate cultural practices related to weather and climate as found in age- and	7.1.NM.IPRET.3 7.1.NM.IPERS.4

	level-appropriate, culturally authentic materials orally or in writing.	
4	Ask and respond to simple questions regarding culturally authentic materials on weather and climate using memorized words and phrases.	7.1.NM.IPRET.3 7.1.NM.IPERS.4
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to the forecast.	7.1.NM.PRSNT.1
6	Give and follow simple oral and written directions, commands, and requests through physical response as they describe the weather and climate.	7.1.NM.IPRET.2 7.1.NM.PRSNT.1
7	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to weather, climate, and seasons.	7.1.NL.IPRET.1

VOCABULARY: What is the weather outside? What's the forecast? What's the temperature? Rainy, Snow, Windy, Hot, Warm, Cold, Icy, Stormy, Nice, Yucky, Overcast, Cloudy, Sunny, etc. What season is it? Winter, Spring, Summer, Fall/Autumn, Months, Days, What's the date?

CULTURE:

- I can tell how the climate is different from mine in the target culture
- I can compare weather and climates between the United States and target culture
- I can compare temperatures between the United States and target culture
- I can recognize and identify different forecasts in target country

Suggested Activities

NAME	DESCRIPTION
What's the Forecast	Students will watch clips of the weather on weather.com in target language and/or other international website in target language and talk about the weather forecast.
Weather Concentration	Students will play a matching game on the weather. Cards are placed face down on desks around the room with various types of weather, and other pictures related to that weather. For example a match for rain would be an umbrella, a match for sun would be sunglasses. Students try and find as many pairs as they can individually or in small groups.
Class Weather Channel	

	<p>Students will create a video where they will act out skits based on weather.</p> <p>Each student will choose a country and research the current weather, and then report the weather as if they were the meteorologist.</p>
Weather Pictionary	<p>Students get into teams of 2-4.</p> <p>Students will take turns going to the board to draw weather or holiday. Each will be written on a card before game play.</p> <p>The first group to guess correctly what picture is being drawn will get the point.</p> <p>Groups that collect 10 weather/climate words</p>
Gouin Series	<p>Teacher presents series to the class orally, accompanying words with pantomime, props.</p> <p>Teacher repeats series orally and class joins in with pantomime, not with words.</p> <p>Class pantomimes series as teacher repeats orally but does not model actions.</p> <p>Individuals pantomime the series as teacher repeats orally.</p> <p>Class imitates series orally as well as physically, first together and then as individual volunteers.</p>
4 Corners	<p>Teacher labels 4 corners in the classroom: Hot, Nice, Cool, Cold.</p> <p>Teacher calls out a temperature in celsius and students have to select the corner that best describes the forecast of the day(Ex: 0°C matches the "COLD" corner)</p>

EXTENSION ACTIVITIES:

Weather Journal: Have students keep a journal of the weather which can be graphed at the end of the unit.

Weather Prediction: Have students choose a city at the beginning of the unit, and predict the weather in advance. They can see how accurate they are as meteorologists by the end of the unit.

Weather Debate: Have students engage in debates over which climate is the best. Students will be able to draw on prior knowledge of likes and dislikes, as well as clothing, etc.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Listening, Speaking, Reading, Writing NJSLSA.R1.

Math: Counting, Addition, Subtraction NJSL2 4.3.1.D.4, 4.4.M.2

Social Studies: Target Country Culture and American Culture NJSL2 6.1.4.D.13, 6.1.4.D.20

Science: Weather descriptions and predictions NJSLS2 1.3-4.3.1.DCI-1

Music: Vocabulary Review Songs, Folk Songs NJSLS2 1.3.2.B.2, 1.3.2.B.6

Art: Cultural Arts and Crafts NJSLS2 1.4.2.A.2

Technology: Prezi, Microsoft Publisher, Interactive Games, International Websites, Interactive Games and PowerPoint NJSLS2 8.1.2.B.1

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. For closure activities, the teacher will give a simple command, and the students can respond physically to demonstrate an understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

ALTERNATIVE ASSESSMENT:

Weather project

SUMMATIVE ASSESSMENT:

Common assessment 7 (weather)

Common assessment 8 (calendar)

Note: See Qsac chart for a list of the WL accommodations.