

# **World Languages Grade 6 Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**DENISE CLEARY  
ACTING SUPERINTENDENT**

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SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES**

**The Linden Board of Education adopted the Curriculum Guide on:**

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**August 25, 2022**

**Date**

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**Education - Item #10**

**Agenda Item**

## **Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

## **Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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## **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

## **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

## LINDEN PUBLIC SCHOOLS

### WORLD LANGUAGES PROGRAM PHILOSOPHY

#### Course Description

The study of world languages is an essential component in the education of the students of the 21<sup>st</sup> Century. As the rapid advances of globalization create a growing interdependence between diverse people and cultures, we must strive to prepare students to participate fully and responsibly in both local and global communities. Therefore, the Linden World Languages Department believes that every student should be given the opportunity to study a world language.

Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and at least one other language. The department believes that each student must be provided with a broad range of educational and aesthetic experiences in language study in order to enhance the development of the student's individual interests and talents, and to develop a form of empathy which acknowledges the dignity and worth of all people.

We believe that the World Language curriculum should provide a sequential program of communicative-based language instruction in grades K- through 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through language instruction students are provided opportunities to reach out to others across cultural and linguistic boundaries. The National Standards for World Languages instruction identifies five goals for language education: **Communication, Cultures, Connections, Comparisons, and Communities**. In the world language classroom, standards influence the curriculum, assessment, and instruction. The three purposes of Communication (interpersonal, interpretive, and presentation) form the heart. Culture is always embedded in the instruction. Connections, Comparisons, and Communities enrich the learning activities. The performance standards inform the assessments that show students their progress toward higher levels of proficiency in using the target language. The focus is on what students can do with the language they are learning.

The Linden World Languages curriculum is organized around these goals.

We believe World Language instruction must be characterized by progressive learning with instruction based on inquiry, solving real life problems and upon application of concepts. We believe that an appreciation of the individual student's learning style is necessary for success in language learning.

The LPS World Language curriculum explores themes across the content areas and makes connections to the multicultural dimensions of the 21<sup>st</sup> Century, fostering a greater respect for ethnic differences and an understanding of world cultures.

## **PROGRAM GOALS**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Six general goals are reflected in this student-centered curriculum. Students will be able to:

### **Develop communicative competence and an understanding of other cultures.**

As nations become increasingly interdependent, the need to communicate effectively in more than one language is essential. By interweaving the study of language and culture, our proficiency-oriented program seeks to broaden students' communication skills; to expand understanding and respect for differences; and to foster a sensitive appreciation with a positive disposition towards the languages and social traditions of others.

### **Demonstrate their abilities to learn another language.**

Students must have experiences beginning in the early grades which lead to an understanding that language learning is an innate human capacity and that all children who speak one language should have the opportunity to learn another language commensurate with their individual learning styles and abilities.

### **Become problem solvers.**

Students are expected to recognize problems, devise solutions with others, analyze advantages and disadvantages to the alternatives and evaluate the effectiveness of the strategies selected.

### **Read a variety of materials with comprehension and critical analysis.**

Our sequenced, student-centered program synthesizes the development of reading skills and cultural awareness through the integrated study of art, music, history, and literature.

### **Write in clear, concise language for different purposes and audiences.**

Students must learn to write and to explore themes and issues across content areas to respond to the demands created by growing diversity in the United States and economic interdependence worldwide.

### **Access technology-based communication and information systems.**

Skills in the use of technology will facilitate career planning, improve workplace readiness and promote lifelong learning.

## **Linden Public Schools Middle School World Languages Curriculum**

The themes and topic chosen for the Secondary world languages program lend themselves to the ACTFL goal of delivering instruction at least 90% in the target language, and the departmental goal of ensuring that we provide target language that is comprehensible and compelling to students. Thus, we begin with topics and scenarios that are the most familiar to students (self, family, school, etc.), making them comprehensible in the target language through scaffolding techniques and repeated exposures.

Note that these themes are repeated and expanded from year to year, building upon and enlarging the students' acquired battery of vocabulary and structures and moving the students towards higher levels of proficiency.

## **Language Proficiency Levels**

Unlike other NJ Student Learning Standards, the World Languages standard is benchmarked by proficiency levels, rather than grade levels. The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

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

## **Linden Public Schools World Languages Proficiency Targets**

LPS WL curricula has been designed to be congruent with the New Jersey Student Learning Standards, ACTFL recommendations and best practices in L2 teaching. Outcomes have been designed to meet NJSLs cumulative progress indicators, moving students on the proficiency continuum from novice towards advanced levels. The chart below outlines the projected proficiency progress of students across the grade levels.

Outcomes are based on the current frequency of instruction currently delivered in district. Elementary students receive a period of instruction every six-days, middle school students every other day, and high school students attend daily classes.

Students who study the same World Language in grades 9-12 will be positioned to graduate with a proficiency level that meets or exceeds the Intermediate-Mid description. All 12<sup>th</sup> grade students who demonstrate proficiency at the Intermediate level will be given an opportunity to take an assessment that will qualify them if successful to earn the NJ Seal of Biliteracy.

### Elementary to Middle School Proficiency Targets

Grade Level	Course	Projected Proficiency Outcomes
K-5	Elementary World Language	Interpretive: Approaching Novice Mid Interpersonal: Approaching Novice Mid Presentational: Approaching Novice Mid
6	6 <sup>th</sup> Grade World Language	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
7	7 <sup>th</sup> Grade World Language	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
8	8 <sup>th</sup> grade World Language	Interpretive: Approaching Novice High Interpersonal: Approaching Novice High Presentational: Approaching Novice High

Note: As students enter 9<sup>th</sup> grade, they may choose a new language of study. Students who have successfully completed WL Level 1 (demonstrating novice high proficiency) in the middle school may progress to World Language Level 2 in 9<sup>th</sup> grade.

### High School Level Proficiency Targets

Grade Level	Course	Projected Proficiency Outcome
9-12	WL Level 1	Interpretive: Approaching Novice High Interpersonal: Approaching Novice High Presentational: Approaching Novice High
9-12	WL Level 2	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
9-12	WL Level 3	Interpretive: approaching /intermediate low Interpersonal: approaching /Intermediate low Presentational: approaching /Intermediate low
9-12	WL Level 4	Interpretive: Intermediate mid

		Interpersonal: Intermediate mid Presentational: Intermediate mid
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Note: Linden High School offers classes in Heritage Spanish for students who possess higher levels of proficiency than non-heritage students. Our heritage students vary greatly in the levels of literacy that they possess in their home language. Some arrive in heritage classes with stronger receptive skills (the ability to hear and understand Spanish) at a more advanced proficiency level than their non-heritage peers, but low proficiency rates in productive skills (speaking and writing). But this varies from student to student, as others do arrive in Heritage Spanish with higher productive proficiency levels. For this reason, projected outcomes are predicted in a more general fashion, addressing individual students needs with the goal of developing proficiency levels across the wide horizontal scope of the intermediate range towards advanced proficiency.

Grade Level	Course	Projected Outcome Overall Proficiency Levels
9-12	WL Heritage Level 1	Intermediate Low
9-12	WL Heritage Level 2	Intermediate Mid
9-12	WL Heritage Level 3	Approaching Intermediate High

### Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.



The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills

- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

### **Linden's Multiple Pathways to Biliteracy**

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, Italian, and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12<sup>th</sup> grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.



## **World Languages: Grade 6**

Grade 6 provides an entry point into the study of a World Language. Students may continue with the World Language that they were introduced to in the elementary school, or they may choose a new language that they will study through their secondary school years.

The 6<sup>th</sup> grade World Language class is designed to accommodate students who are new to the target language as well as those who had the benefit of exposure to the language at the elementary level. While the elementary program seeks to address affective factors so as to help students to feel comfortable and confident about learning a second language, the secondary program builds upon this foundation, intensifying with increased meeting times and working on developing fluency while building upon the students' emerging literacy skills in both their L1 and L2.

Middle School World Languages, Grades 6-8, meet every other day for a 40-minute class period providing students with approximately 60 hours of instruction per year in the target language, and a total of 180 hours for the grades 6-8 sequence.

### **Repetition, Recycling and Expansion**

Second Language Acquisition Research informs us that learners acquire language not through the explicit teaching of grammatical structures, but through exposures to comprehensible input. Learners acquire language by hearing messages in the target language that they can understand. With that key SLA principle in mind, the World Languages curriculum seeks to establish core vocabulary drawn from the 100-200 most frequent words used in the target language. This vocabulary is introduced, reinforced, recycled and gradually expanded as students gradually develop the proficiency necessary to first listen and read increasingly complex messages (from words to phrases to paragraph level stories), then leading to their ability to produce original messages (speaking and writing) in the target language.

Teachers strive to provide students with comprehensible and compelling input, delivered in the target language each day through activities (classroom routines, stories, music, interactions) designed to use language for authentic purposes rather than “language practice’.

## 200 Most Common Words in Spanish (in order)

1. el / la	the	50. mismo	same
2. de	of	51. yo	I
3. que	that / what	52. también	also
4. y	and	53. hasta	until
5. a	to	54. año	year
6. en	in	55. dos	two
7. un	a	56. querer	to want
8. ser	to be	57. entre	between
9. se	pronoun, reflexive marker, himself / herself	58. así	like that
10. no	no	59. primero	first
11. haber	to have, hay, había	60. desde	since
12. por	for	61. grande	large, great, big
13. con	with	62. eso	that
14. su	his, hers, theirs	63. ni	not, neither
15. para	for	64. nos	us
16. como	like, as	65. llegar	arrive
17. estar	to be	66. pasar	to pass
18. tener	to have	67. tiempo	time, weather
19. le	to him	68. ella	her / she
20. lo	the (lo mejor es estudiar mucho)	69. sí	yes
21. lo	it (lo compré en la tienda)	70. día	the day
22. todo	all	71. uno	one
23. pero	but	72. bien	well
24. más	more	73. poco	a little
25. hacer	to do, make	74. deber	should
26. o	or	75. entonces	then
27. poder	to be able to	76. poner	to put
28. decir	to say, tell	77. cosa	thing
29. este	this	78. tanto	so much
30. ir	to go	79. hombre	the man
31. otro	other	80. parecer	to appear
32. ese	that	81. nuestro	our
33. la	it (feminine)	82. tan	so much
34. si	if, whether	83. donde	where
35. me	pronoun, me (¿cuándo me va a llamar?)	84. ahora	now
36. ya	already, still	85. parte	part
37. ver	to see	86. después	after
38. porque	because	87. vida	life
39. dar	to give	88. quedar	to stay
40. cuando	when	89. siempre	always
41. él	he	90. creer	to believe
42. muy	very	91. hablar	to talk
43. sin	without	92. llevar	to wear, carry
44. vez	time	93. dejar	to leave
45. mucho	a lot	94. nada	nothing
46. saber	to know	95. cada	each
47. qué	what, that	96. seguir	to follow
48. sobre	about	97. menos	minus, less
49. mi	my	98. nuevo	new
50. alguno	some	99. encontrar	to find, meet

101. algo	something	151. nunca	never
102. sólo	only, just	152. manera	way, manner
103. pues	then, well then	153. cual	which, who, whom
104. llamar	to call	154. mientras	meanwhile, while, whereas, as long as
105. venir	to come	155. contar	to count, tell
106. pensar	to think	156. fin	end
107. aquel	that (over there)	157. tipo	type, kind
108. momento	moment, time	158. gente	people
109. sino	but rather	159. además	in addition to, also, as well, besides
110. esto	this	160. solo	lonely, alone
111. salir	to leave	161. empezar	to begin
112. volver	to return	162. ejemplo	example (por ejemplo, for example)
113. forma	form, shape, way	163. esperar	to wait
114. antes	before	164. hoy	today
115. bueno	good	165. lado	side (al lado, beside)
116. casa	house	166. hijo	son
117. aunque	even though	167. allí	there
118. mundo	world	168. este	this one
119. tres	three	169. problema	problem
120. tal	such	170. cuenta	bill, account
121. mejor	better	171. medio	means, middle
122. tomar	to take, drink	172. contra	against, opposite
123. cierto	true	173. buscar	to look for
124. conocer	to meet, know	174. dentro	within, inside
125. hacía	toward, towards	175. largo	long
126. cómo	how?	176. palabra	word
127. mujer	woman	177. existir	to exist
128. vivir	to live	178. niño	child
129. aquí	here	179. entrar	to enter
130. caso	case / ocasión	180. embargo	sin embargo, however, nevertheless
131. sentir	to feel	181. único	only, unique, sole
132. luego	later	182. padre	father
133. país	country	183. trabajar	to work
134. tratar	to try	184. pequeño	small
135. lugar	place	185. alto	tall
136. te	you (¿no te han hablado?)	186. cambio	change
137. persona	person	187. escribir	to write
138. mayor	larger, older, main	188. cuatro	four
139. último	last, final	189. ahí	there
140. propio	own	190. perder	to lose
141. quién	who, whom	191. nosotros	we
142. mirar	to look, watch	192. historia	history, story
143. hora	hour	193. idea	idea
144. ninguno	none, nobody	194. agua	water
145. trabajo	work (noun)	195. producir	to produce
146. casi	almost	196. noche	night
147. punto	point, dot, period	197. ciudad	city
148. durante	during	198. modo	way, manner
149. cualquier	any, anyone	199. nombre	name
150. mano	hand	200. ocurrir	to occur

### World Language Practices:

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to

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

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

## A note on Performance vs Proficiency:

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. Below is a chart from *ACTFL Performance Descriptors for Language Learners* (2012) that shows how assessing for performance is different from assessing for proficiency.

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

- *Performance* is defined as how well a learner uses language acquired in a classroom setting.
- *Proficiency* is defined as the spontaneous use of language in real-world situations that might occur when:
  - interacting with native speakers of the language, or immersed in a target language environment.

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

## World Languages Grade 6

### Unit 1

#### Invitation to Voyage

The first unit: “Invitation to Voyage” welcomes students to middle school and the study of a world language. Students will learn foundational vocabulary and expressions through music, stories, games and other engaging activities. In this unit, students will have repeated exposures of target language greetings, leave taking, questions about well-being (how are you?), basic sounds (alphabet), and the introduction of numbers used in a communicative context.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
22 Classes Marking Period 1	6 <sup>th</sup> grade World Language classes meet every other day for a 40-minute period of instruction	Chinese French Italian Spanish	Novice Mid

### Stage 1: Identify Desired Results

#### New Jersey Student Learning Standard for World Languages 2020 Edition

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

7.1.NM.IPRET.1-5

7.1.NM.IPERS. 1-6

7.1.NM.PRSNT.1-6

CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>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.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul>

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

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



Essential Questions	Enduring Understandings
What language do I need to talk about myself in the target language?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Why doesn't everyone see things the way I do?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
What strategies can I use to better understand unfamiliar language?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What strategies can I use to make myself understand as I learn a new language?	

Note: The essential questions and enduring understandings that we pursue are most often related to the understanding of what language is, how it is intertwined with culture, and developing strategies for coping and successfully communicating before full proficiency is acquired.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> <li>▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.</li> </ul>
<p>Integrated Performance Assessments (IPAs) are given at the end of each unit or quarter to evaluate students' progress towards meeting proficiency bench marks at the novice-mid level.</p> <p>The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.</p> <p>Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.</p>	

Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.

This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.

### Stage 3: Learning Plan

The thematic units of the LPS Middle School World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Middle School World Language curriculum is to advance students towards novice mid proficiency.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> <li>▪ Linguistic Activities</li> <li>▪ Logical-mathematical</li> <li>▪ Spatial Bodily-Kinesthetic</li> <li>▪ Interpretive, interpersonal and presentational</li> <li>▪ Reading, listening, viewing</li> <li>▪ Singing, drawing, dancing</li> </ul> <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of &gt; than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets.</p> <p>Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.</p>

### Personalized Learning for the World Languages Classrooms

Student Choice	Teacher/Student Collaboration
<p>Students will keep a journal of self-selected vocabulary that responds to their life and career interests.</p> <p>FVR: Free and Voluntary Reading – Help connect students with proficiency level appropriate target language texts during independent reading activities.</p> <p>Project Based Learning: The themes of the Level 2 curriculum lend themselves to</p>	<p>PQA: (Personalized Questions and Answers) Ground new target language content and themes in the lives of students by asking questions that link directly to students lives and interests.</p> <p>Collaborative Writing: Teachers listen to students as they talk about content in the target language. This may include telling stories, summarizing content or brain-storming on an academic topic. The teacher puts the students' ideas into well-formed and organized language to serve as a model. This can</p>

opportunities for student choice in the selection of topics of exploration and creativity and individual expression in their modes of presentation.	be done in real-time and projected on video display. The notes are saved and can serve as a helpful reference text for student use.
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### Suggested Activities

1. Give students a questionnaire at the start of the year to learn about their interests and unique learning characteristics.
2. Several unit topics connect to exploring career interests. Help students to realize how biliteracy will benefit them in the workplace of the global economy.
3. Discuss the NJ Seal of Biliteracy with students. All World Language students in advanced classes will have the opportunity to test for the Seal. Show students the World Languages class progressions that will help them attain the level of proficiency necessary to earn the NJ Seal of Biliteracy.

**NOTE:** *Proficiency Testing for the Seal of Biliteracy will take place in Fall of the student's senior year.*

<b>The Super 7 Verb Structures</b> will be introduced in Unit 1 and emphasized through-out the World Language I Curriculum in an effort to develop a micro-fluency where students will be able to comprehend and retell an increasingly complex variety of messages and stories within this frame works.	There is To be (feeling) To be (location) To have To want To like To go
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### What will students know?

I speak I am from To live I like (music, computers, sports)	Nice to meet you. How old are you? My phone number is . . . Where are you from? When is your birthday? When, Before, after	Day, Months, Year Numbers 1-30 Calendar Basic time telling expressions (on the hour, half hour)
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### What can students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

## Interpretive Performance Tasks

CPI's 7.1.NL.IPRET.1-4 / 7.1.NM.IPRET.1-4

***I can demonstrate understanding of simple messages or stories told with target vocabulary by answering true/false questions, phrase repetitions, or one-word responses.***

- I can exchange names with someone and respond to introductions
- I can ask and answer spelling of names and words
- I can recognize the sound of letters when they are spoken or spelled out
- I can identify common target language names
- I can understand greetings and goodbyes
- I can understand numbers 1-20
- I can recognize when someone gives their age
- I can exchange names, ages, addresses, phone numbers, and emails or usernames

## Interpersonal Performance Tasks

CPI's 7.1.NL.IPERS.1-6 / 7.1.NM.IPERS.1-6

- I can exchange names with someone and respond to introductions
- I can answer questions with yes/no, either/or, single word or brief phrases
- I can say hello or goodbye to someone
- I can ask someone how they are and respond when they ask me
- I can state my age and ask someone else's
- I can exchange names, ages, and where from with people my own age or an adult
- I can have a conversation about someone else and can ask and state names, ages, and where from
- I can understand when someone introduces themselves through social media
- I can use digital tools to fill out electronic forms with information about myself

## Presentational Performance Tasks

CPI's 7.1.NL.PRSNT.1-4 / 7.1.NM.PRSNT.1-6

- I can copy letters of the alphabet, characters, symbols, and words that I'm learning.
- I can sing a culturally authentic birthday song
- I can state my name, age, and where I'm from
- I can introduce myself in writing
- I can label countries on a map and identify their capitals
- I can write my name, home address, email and other personal information
- I can understand a form to be able to fill out my name, address, email and other personal information

### What can students do with what they know about culture?

Investigate: Students can use technology to identify what homes look like in the target culture.

Reflect: Students can compare and contrast homes in the L1 and L2 culture.

Interact: Students can use technology to share some information about their homes with students from the target culture.

### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Suggested Class Novels and Extended Readings

Spanish	Llama en Lima – 55 unique words Brandon Brown Hace Trampa – 100 unique words Mata La Piñata – 100 unique words La Clase de Confesiones 1 – A.C. Quintero El Capibara con botas- Mira Canion Las Aventuras de Isabela – Karen Rowan
French	Brandon Brown Dit la Vertié Brandon Brown à la Conquête de Québec La Classe des Confessions 1 – A.C. Quintero Les Aventures d’Isabelle - Karen Rowan
Italian	Brandon Brown Dice La Verità Storie italiane per bambini più amate
Chinese	SUSAN YŌU MÁFÁN! By Terry Waltz Zuì shòu huānyíng de zhōngguó értóng gùshì

### Resources and Materials

Voces Digital Texts and Resources
Digital Texts: Nuestra Histoire, Nuestra Historia
Scholastic Foreign Language Magazine
Culturally Authentic Media: Music, Videos, Newspapers, Realia
Games, Quizzes, and Flashcards from <a href="http://www.quia.com">www.quia.com</a>
Games, Music, Videos, Songs: Señor Wooly.com
FlipGrid APP for Video recording of presentational speaking tasks
CULTURALLY Authentic L2 Story Books, Music, and Media
Puppet Show, Flash Cards, Calendar Talk
Teacher produced comprehensible stories and presentations for listening and reading
Technology Tools: Power point, Smart Boards, FlipGrid, Kahoot,
Internet Resources: Calico, Rockalingua, TeacherTube, YouTube,
Culturally authentic realia, maps, dvds, and other authentic resources

### Helpful Resources For Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
Facilitate Language Acquisition by Carol Gaab	<a href="https://www.languagemagazine.com/april-2018-internet-edition/">https://www.languagemagazine.com/april-2018-internet-edition/</a>
CI Peek	<a href="https://fluencymatters.com/category/ci-peek/">https://fluencymatters.com/category/ci-peek/</a>
World of Reading / L2 Texts	<a href="https://www.wor.com">https://www.wor.com</a>
Krashen on L2 Acquisition	<a href="http://www.sdkrashen.com">http://www.sdkrashen.com</a>
The Comprehensible Classroom	<a href="https://comprehensibleclassroom.com">https://comprehensibleclassroom.com</a>
Comprehensifying and Extending Authentic Resources	<a href="http://www.ceauthres.com">http://www.ceauthres.com</a>

### Interdisciplinary Connections

Indicator Number	Career Readiness, Life Literacies, and Key Skills Indicator
9.1.8.CR.2:	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Indicator Number	English Language Arts Indicator
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSL.8.2.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.4.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Indicator Number	Technology Indicator
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
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Indicator Number	Computer Science and Design Thinking Indicator
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another
8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Indicator Number	Visual and Performing Arts Indicator
1.3.12int.Pr.6A	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles, genres and historical periods.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatrical work.
1.5.2.CN11b	Describe why people from different places and times make art about different issues, including climate change.
1.5.8.CN11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understanding gained by the artist or audience.
1.2.12adv.Re7b	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.5.Cn10a	Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.



## Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>

## World Languages Grade 6

Unit 2
<b>Who Am I?</b>
<p>The second topic, “Who Am I” allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while introducing vocabulary that will help them to comprehend and then produce descriptions of themselves and others. These descriptive words will include physical descriptions, as well as words to describe personality and mood.</p>

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
22 Classes Marking Period 2	6 <sup>th</sup> grade World Language classes meet every other day for a 40-minute period of instruction	Chinese French Italian Spanish	Novice Mid

Stage 1: Identify Desired Results	
<p style="text-align: center;"><b>New Jersey Student Learning Standard for World Languages 2020 Edition</b></p> <p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p style="text-align: center;">7.1.NM.IPRET.1-5 7.1.NM.IPERS. 1-6 7.1.NM.PRSNT.1-6</p>	
CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>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.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul>

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

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

Essential Questions	Enduring Understandings
What language do I need to talk about myself in the target language?	Everyone has a culture. It shapes how we see the world, ourselves and others.

<p>Why doesn't everyone see things the way I do?</p> <p>What strategies can I use to better understand unfamiliar language?</p> <p>What strategies can I use to make myself understand as I learn a new language?</p>	<p>Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.</p>
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Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.</p>	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> <li>▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.</li> </ul>
<p>Integrated Performance Assessments (IPAs) are given at the end of each unit or quarter to evaluate students' progress towards meeting proficiency benchmarks at the novice-mid level.</p> <p>The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.</p> <p>Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.</p> <p>Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.</p> <p>This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.</p>	

### Stage 3: Learning Plan

The thematic units of the LPS Middle School World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Middle School World Language curriculum is to advance students towards novice mid proficiency.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> <li>▪ Linguistic Activities</li> <li>▪ Logical-mathematical</li> <li>▪ Spatial Bodily-Kinesthetic</li> <li>▪ Interpretive, interpersonal and presentational</li> <li>▪ Reading, listening, viewing</li> <li>▪ Singing, drawing, dancing</li> </ul> <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of &gt; than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets.</p> <p>Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.</p>

### Content

The content of Unit 2 allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while introducing vocabulary that will help them to comprehend and then produce descriptions of themselves and others. These descriptive words will include physical descriptions, as well as words to describe personality and mood.

Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions:

<p>I am / I'm not He/she is, He/she isn't Because feeling: good, bad, fine, happy, sad, angry</p>	<p>nice, funny, smart point to, show me small, medium, large primary colors Some body parts: eyes, head, nose, hands, hair Hair color words</p>	<p>Tall, short, medium Young, old Very I am from (place) I am (nationality)</p>
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Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Foundational Vocabulary and structure Focus Targets	Super 7 Structures Numbers Age colors	Days Months Time Weather Seasons Hot/Cold	Days Months Time Weather
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### What can students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

### What can students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

### Interpretive Performance Tasks

CPI's 7.1.NL.IPRET.1-4 / 7.1.NM.IPRET.1-4

Students can recognize and respond to question words focused upon in theme 2.

Students can respond to TPR commands using familiar vocabulary such as body parts, colors, classroom objects.

Students can demonstrate comprehension of a description of a photo using target vocabulary and structures using yes/no, wither/or and short phrase responses.

### Interpersonal Performance Tasks

CPI's 7.1.NL.IPERS.1-6 / 7.1.NM.IPERS.1-6

Students can communicate with a partner asking about or answering description questions about themselves or others using short memorized phrases or routines that they have practiced.

Students can use digital tools to exchange basic at the word and memorized-phrase level related to self and targeted themes.

Students can ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

### **Presentational Performance Tasks**

**CPI's 7.1.NL.PRSNT.1-4 / 7.1.NM.PRSNT.1-6**

Students can label an image using a word bank, or connecting words and images in items using familiar vocabulary and structures focused upon in theme 2.

Students can present a photo of a famous person from the target culture and say three things to describe that person.

Students can imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to the target theme.

Students can present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Embedded Culture: What can students do with what they know about culture?**

Investigate: Students can identify and describe people in photos from the target culture

Reflect: Students can think about people from the US are like or unlike people represented in stories from the target culture.

Interact: Students can share information about themselves and others with someone from a different culture.

### **Interdisciplinary Connections**

Indicator Number	Career Readiness, Life Literacies, and Key Skills
	Indicator
9.1.8.CR.2:	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Indicator Number	English Language Arts Indicator
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.8.2.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.



WHST.6-8.4.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Indicator Number	<b>Technology</b> Indicator
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Indicator Number	<b>Computer Science and Design Thinking</b> Indicator
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another

8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Indicator Number	<b>Visual and Performing Arts</b> Indicator
1.3.12int.Pr.6A	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles, genres and historical periods.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatrical work.

1.5.2.CN11b	Describe why people from different places and times make art about different issues, including climate change.
1.5.8.CN11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understanding gained by the artist or audience.
1.2.12adv.Re7b	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.5.Cn10a	Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.

## Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> <li>excused lateness, absence, or missed classwork</li> <li>pre-approved nurse's office visits and accompaniment to visits</li> <li>occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> <li>Strategy and flexible groups based on formative assessment or student choice</li> <li>Acceleration within a unit of study</li> <li>Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>Encourage students to move through content areas at their own pace</li> <li>After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>
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## World Languages Grade 6

### Unit 3

#### Family Life

The third unit: “Family Life” continues to build upon the L2 foundations developed in the previous units. Students will move from talking about themselves in order to describe others: friends, family, people in our community and beyond. Students will develop the necessary vocabulary to compare and contrast the related topics of family and friendship as experienced at home and within the target culture.

Using authentic cultural media, classroom L2 magazines and teacher produced resources, students will compare and contrast these topics as experienced at home and within the target culture.

Students will continue to learn foundational vocabulary and expressions through music, stories, games and other engaging activities. In this unit, students will have repeated exposures of the relevant target language vocabulary and structures.

Unit 3 will further develop students’ comprehension of foundational target structures (the Super 7 verbs) and high frequency vocabulary that will form the core of the linguistic content that students will be immersed in over the four units of World Languages I. By helping students develop micro-fluency with a limited set of structures and lexicon, teachers will be able to deliver content-based instruction while remaining in the target language for 90% or more of the class period.

This unit, like all units in the secondary curriculum, is structured to allow teachers the opportunity to provide a great deal of recycling and repetition of the key vocabulary and structures that students will need to develop acquisition of the L2.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
22 Classes Marking Period 3	6 <sup>th</sup> grade World Language classes meet every other day for a 40-minute period of instruction	Chinese French Italian Spanish	Novice High

## Stage 1: Identify Desired Results

**New Jersey Student Learning Standard for World Languages 2020 Edition**

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

7.1.NM.IPRET.1-5  
7.1.NM.IPERS. 1-6  
7.1.NM.PRSNT.1-6

<b>CORE IDEA:</b>	<b>Performance Expectations: Interpretive Mode of Communication</b>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 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.</li> </ul>
<b>CORE IDEA:</b>	<b>Performance Expectations: Presentational Mode of Communication</b>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>

<b>CORE IDEA:</b>	<b>Performance Expectations: Interpersonal Mode of Communication</b>
	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering</li> </ul>

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>simple, practiced questions, using memorized words and phrases.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> </ul> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
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Essential Questions	Enduring Understandings
What language do I need to talk about my family in the target language?	Concepts of family may differ across cultures.
Why doesn't everyone see things the way I do?	Everyone has a culture. It shapes how we see the world, ourselves and others.
What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
What strategies can I use to make myself understand as I learn a new language?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.</p>	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> <li>▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the</li> </ul>

	interpretive, interpersonal modes of communication.
<p>Integrated Performance Assessments (IPAs) are given at the end of each unit or quarter to evaluate students' progress towards meeting proficiency benchmarks at the novice-mid level.</p> <p>The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.</p> <p>Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.</p> <p>Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.</p> <p>This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.</p>	

Stage 3: Learning Plan
<p>The thematic units of the LPS Middle School World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Middle School World Language curriculum is to advance students towards novice mid proficiency.</p>

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> <li>▪ Linguistic Activities</li> <li>▪ Logical-mathematical</li> <li>▪ Spatial Bodily-Kinesthetic</li> <li>▪ Interpretive, interpersonal and presentational</li> <li>▪ Reading, listening, viewing</li> <li>▪ Singing, drawing, dancing</li> </ul> <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of &gt; than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets.</p> <p>Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.</p>

### What will students know?

Unit 3 vocabulary allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while expanding and introducing more vocabulary related to family. Teacher and students will use Super 7 story structures to co-create stories that involve family members, telling what they like, want, where they go, etc. Additionally, teachers will present stories that involve culturally authentic families from the target culture.

Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions. Vocabulary items will vary according to the authentic cultural tales that the teacher brings to the class, but all stories should be centered around the focus vocabulary of the Secondary World Languages curriculum, making extensive use of highest frequency target language items.

Son, daughter Mother & father Sister & brother Grandmother & grandfather	Aunt and Uncle Girlfriend, Boyfriend	Additional Target Structures: Possessive Adjectives
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Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Foundational Vocabulary and structure Focus Targets	Super 7 Structures Numbers Age Colors Size words	Days Months Time Weather Seasons Hot/Cold	Days Months Time Weather	Personality Adjectives  Physical descriptions  Feelings
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### What can students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:



## Interpretive Performance Tasks

CPI's 7.1.NL.IPRET.1-4 / 7.1.NM.IPRET.1-4

***Students can demonstrate understanding of simple messages or stories told with target vocabulary by answering true/false questions, phrase repetitions, or one-word responses.***

Students can understand when they hear family relationships being discussed with familiar language.

Students can understand when they read an email from a peer describing family relationships.

Students can understand when they hear or read message describing likes and dislikes.

Students can understand authentic texts where descriptive information about someone is given.

Students can demonstrate interpretive understanding by matching a caption to an appropriate photo.

Students can hear a situation and respond with an appropriate rejoinder.

## Interpersonal Performance Tasks

CPI's 7.1.NL.IPERS.1-6 / 7.1.NM.IPERS.1-6

Students can exchange basic information about family members with a partner.

Students can ask/answer questions about what people are like.

Students can have a conversation where they discuss likes and dislikes.

## Presentational Performance Tasks

CPI's 7.1.NL.PRSNT.1-4 / 7.1.NM.PRSNT.1-6

Students can make a list of family members.

Students can make a list of their likes and dislikes.

Students can categorize target vocabulary words and categorize them in a visual organizer.

Students can write a retell of a simple story related to families learned in class.

Students can use technology to give a multimedia presentation about their families or the most important people in their lives.

Students can write about their families on a blog post.

### **What can students do with what they know about culture?**

#### **Embedded Culture: What can students do with what they know about culture?**

Investigate: Students can identify family member in photos from the target culture

Reflect: Students can think about who is in their family and how their family is like or unlike families represented in stories from the target culture

Interact: Students can share information about their family with someone from a different culture.

### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Suggested Class Novels and Extended Readings

Spanish	Llama en Lima – 55 unique words Brandon Brown Hace Trampa – 100 unique words Mata La Piñata – 100 unique words La Clase de Confesiones 1 – A.C. Quintero El Capibara con botas- Mira Canion Las Aventuras de Isabela – Karen Rowan
French	Brandon Brown Dit la Vertié Brandon Brown à la Conquête de Québec La Classe des Confessions 1 – A.C. Quintero Les Aventures d’Isabelle - Karen Rowan
Italian	Brandon Brown Dice La Verità Storie italiane per bambini più amate
Chinese	SUSAN YǒU MÁFÁN! By Terry Waltz Zuì shòu huānyíng de zhōngguó értóng gùshi

### Resources and Materials

Voces Digital Texts and Resources	Digital Texts: Nuestra Histoire, Nuestra Historia
Scholastic Foreign Language Magazine	
Culturally Authentic Media: Music, Videos, Newspapers, Realia	
Games, Quizzes, and Flashcards from <a href="http://www.quia.com">www.quia.com</a>	
Games, Music, Videos, Songs: Señor Wooly.com	
FlipGrid APP for Video recording of presentational speaking tasks	
CULTURALLY Authentic L2 Story Books, Music, and Media	
Puppet Show, Flash Cards, Calendar Talk	
Teacher produced comprehensible stories and presentations for listening and reading	
Technology Tools: Power point, Smart Boards, FlipGrid, Kahoot,	
Internet Resources: Calico, Rockalingua, TeacherTube, YouTube,	
Culturally authentic realia, maps, dvds, and other authentic resources	

### Helpful Resources For Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
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Facilitate Language Acquisition by Carol Gaab	<a href="https://www.languagemagazine.com/april-2018-internet-edition/">https://www.languagemagazine.com/april-2018-internet-edition/</a>
CI Peek	<a href="https://fluencymatters.com/category/ci-peek/">https://fluencymatters.com/category/ci-peek/</a>
World of Reading / L2 Texts	<a href="https://www.wor.com">https://www.wor.com</a>
Krashen on L2 Acquisition	<a href="http://www.sdkrashen.com">http://www.sdkrashen.com</a>
The Comprehensible Classroom	<a href="https://comprehensibleclassroom.com">https://comprehensibleclassroom.com</a>
Comprehensifying and Extending Authentic Resources	<a href="http://www.ceauthres.com">http://www.ceauthres.com</a>

Interdisciplinary Connections	
Indicator Number	Career Readiness, Life Literacies, and Key Skills Indicator
9.1.8.CR.2:	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Indicator Number	English Language Arts Indicator
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSL.8.2.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.4.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Indicator Number	Technology Indicator
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Indicator Number	Computer Science and Design Thinking Indicator
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another

8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Indicator Number	<b>Visual and Performing Arts</b> Indicator
1.3.12int.Pr.6A	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles, genres and historical periods.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatrical work.
1.5.2.CN11b	Describe why people from different places and times make art about different issues, including climate change.
1.5.8.CN11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understanding gained by the artist or audience.
1.2.12adv.Re7b	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.5.Cn10a	Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.

## Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> </ul>

<ul style="list-style-type: none"> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>
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## World Languages Grade 6

### Unit 4

The fourth unit, “Daily Activities” allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while expanding and introducing more vocabulary enabling to understand and express messages related to daily activities. Additionally, this unit will allow teachers to use numbers, weather and activities verbs in a real- life context, as lessons are personalized with class discussions about important events both in school and in students’ lives.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
22 Classes Marking Period 4	6 <sup>th</sup> grade World Language classes meet every other day for a 40-minute period of instruction	Chinese French Italian Spanish	Novice High

### Stage 1: Identify Desired Results

#### New Jersey Student Learning Standard for World Languages 2020 Edition

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

7.1.NM.IPRET.1-5

7.1.NM.IPERS. 1-6

7.1.NM.PRSNT.1-6

CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>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.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul>



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

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

Essential Questions	Enduring Understandings
What language do I need to talk about myself in the target language?	Everyone has a culture. It shapes how we see the world, ourselves and others.
Why doesn't everyone see things the way I do?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
What strategies can I use to better understand unfamiliar language?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What strategies can I use to make myself understand as I learn a new language?	

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> <li>▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the novice-mid level for across the interpretive, interpersonal modes of communication.</li> </ul>
<p>Integrated Performance Assessments (IPAs) are given at the end of each unit or quarter to evaluate students' progress towards meeting proficiency benchmarks at the novice-mid level.</p> <p>The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.</p> <p>Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.</p> <p>Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.</p> <p>This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.</p>	

### Stage 3: Learning Plan

The thematic units of the LPS Middle School World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Middle School World Language curriculum is to advance students towards novice mid proficiency.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> <li>▪ Linguistic Activities</li> <li>▪ Logical-mathematical</li> <li>▪ Spatial Bodily-Kinesthetic</li> <li>▪ Interpretive, interpersonal and presentational</li> <li>▪ Reading, listening, viewing</li> <li>▪ Singing, drawing, dancing</li> </ul> <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p>	<p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of &gt; than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets.</p> <p>Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.</p>

### Content

The content of the unit “Daily Activities” allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while expanding and introducing more vocabulary enabling to understand and express messages related to daily activities. Additionally, this unit will allow teachers to use numbers, weather and activities verbs in a real- life context, as lessons are personalized with class discussions about important events both in school and in students’ lives.

Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions.

<p>It's (+weather) Cold, hot, wet Inside, outside Today, tomorrow, yesterday Now &amp; Later Day &amp; Night Rain</p>	<p>Sun, sunny Moon Cloud, cloudy Water Ice Snow, snowy</p>	<p>Seasons Winter, spring, summer, fall Seasonal related activities (Sledding, swimming, raking, etc) Vacation</p>
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Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Foundational Vocabulary and structure Focus Targets	Super 7 Structures Numbers Age Colors Size words Family	Days Months Time Weather Seasons Hot/Cold	Days Months Time Weather	Personality Adjectives  Physical descriptions  Feelings
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#### What will students know?

<b>Fundamental vocabulary targets IV</b> Basic vocabulary related to: Time telling expressions Dates, Days, Weeks and Months Class subjects School supplies Some places in the school Numbers 0-100 Location (in, at, on, next to, etc.)	The names of special events that take place in their lives. Different types of parties and special occasions at home and at school. The names of a few holidays celebrated in the target culture
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#### What can students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

<b>Interpretive Performance Tasks</b> CPI's 7.1.NL.IPRET.1-4 / 7.1.NM.IPRET.1-4
<p><b><i>Students can listen to an extended story using target vocabulary and structures and demonstrate comprehension through rewriting or retelling that story.</i></b></p> <p>Students can interpret target language messages, through listening or reading related to the weather and related activities.</p> <p>Students can understand when they hear what school supplies they will need for a particular activity or class.</p> <p>Students can understand when they read an authentic flyer for an event the time and date of the activity being promoted.</p> <p>Students can understand when they hear numbers used in authentic texts, such as a news headline or a statistic.</p> <p>Students can understand when they hear or read message describing likes and dislikes.</p>

Students can demonstrate interpretive understanding by answering questions about a culturally authentic info-graphic.

## **Interpersonal Performance Tasks**

**CPI's 7.1.NL.IPERS.1-6 / 7.1.NM.IPERS.1-6**

Students can communicate using short memorized phrases or routines to ask and tell about weather, calendar and related activities.

Students can /ask answer basic questions about the time and date.

Students can exchange basic information about places they know and ask where things are.

Students can ask/answer questions about when events take place in the L1 or in the target culture.

Students can have a conversation where they ask/answer questions about when and event takes place.

Students can exchange information where they ask or answer questions about a character or events in a story.

## **Presentational Performance Tasks**

**CPI's 7.1.NL.PRSNT.1-4 / 7.1.NM.PRSNT.1-6**

**Students can retell a story using the Super 7 structures and target vocabulary.**

Students can write about weather and activities using a word bank or scaffolding.

Students can retell or rewrite stories heard in class using a word bank or scaffolding.

Students can write the date.

Students can create a flyer to promote a school event including the date and time of the event.

Students can categorize target vocabulary words and categorize them in a visual organizer.

Students can write a retell of a simple story related to families learned in class.

Students can use technology to give a multimedia presentation about a celebration or holiday in the target culture.

Students can write about a holiday from their home culture on a blog post.

**What can students do with what they know about culture?**

**Embedded Culture: What can students do with what they know about culture?**

Investigate: Students can investigate climate and weather in the target culture

Reflect: Students can think about preferred seasonal activities may vary across cultures.

Interact: Students can share information about their preferred seasonal activities with someone from a different culture.

### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Suggested Class Novels and Extended Readings

Spanish	Llama en Lima – 55 unique words Brandon Brown Hace Trampa – 100 unique words Mata La Piñata – 100 unique words La Clase de Confesiones 1 – A.C. Quintero El Capibara con botas- Mira Canion Las Aventuras de Isabela – Karen Rowan
French	Brandon Brown Dit la Vertié Brandon Brown à la Conquête de Québec La Classe des Confessions 1 – A.C. Quintero Les Aventures d’Isabelle - Karen Rowan
Italian	Brandon Brown Dice La Verità Storie italiane per bambini più amate
Chinese	SUSAN YǒU MÁFÁN! By Terry Waltz Zuì shòu huānyíng de zhōngguó értóng gùshi

### Resources and Materials

Voces Digital Texts and Resources	Digital Texts: Nuestra Histoire, Nuestra Historia
Scholastic Foreign Language Magazine	
Culturally Authentic Media: Music, Videos, Newspapers, Realia	
Games, Quizzes, and Flashcards from <a href="http://www.quia.com">www.quia.com</a>	
Games, Music, Videos, Songs: Señor Wooly.com	
FlipGrid APP for Video recording of presentational speaking tasks	
CULTURALLY Authentic L2 Story Books, Music, and Media	
Puppet Show, Flash Cards, Calendar Talk	
Teacher produced comprehensible stories and presentations for listening and reading	
Technology Tools: Power point, Smart Boards, FlipGrid, Kahoot,	
Internet Resources: Calico, Rockalingua, TeacherTube, YouTube,	
Culturally authentic realia, maps, dvds, and other authentic resources	

### Helpful Resources For Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: <a href="http://Wictionary.org">Wictionary.org</a> – Frequency Lists
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Facilitate Language Acquisition by Carol Gaab	<a href="https://www.languagemagazine.com/april-2018-internet-edition/">https://www.languagemagazine.com/april-2018-internet-edition/</a>
CI Peek	<a href="https://fluencymatters.com/category/ci-peek/">https://fluencymatters.com/category/ci-peek/</a>
World of Reading / L2 Texts	<a href="https://www.wor.com">https://www.wor.com</a>
Krashen on L2 Acquisition	<a href="http://www.sdkrashen.com">http://www.sdkrashen.com</a>
The Comprehensible Classroom	<a href="https://comprehensibleclassroom.com">https://comprehensibleclassroom.com</a>
Comprehensifying and Extending Authentic Resources	<a href="http://www.ceauthres.com">http://www.ceauthres.com</a>

Interdisciplinary Connections	
Indicator Number	Career Readiness, Life Literacies, and Key Skills Indicator
9.1.8.CR.2:	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
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Indicator Number	Technology Indicator
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8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
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Indicator Number	Computer Science and Design Thinking Indicator
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another

8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Indicator Number	Visual and Performing Arts Indicator
1.3.12int.Pr.6A	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles, genres and historical periods.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatrical work.
1.5.2.CN11b	Describe why people from different places and times make art about different issues, including climate change.
1.5.8.CN11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understanding gained by the artist or audience.
1.2.12adv.Re7b	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.5.Cn10a	Explain how drama/theater connects oneself to a community or culture and identify the ways drama/theater work reflects the perspectives of a community or culture.

## Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits</li> <li>• occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; 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