

# **World Languages Level 2 Grades (9-12) Curriculum Guide**

---

**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Denise Cleary  
ACTING SUPERINTENDENT**

**Kevin LaMastra  
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES**

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

---

**August 25, 2022**

**Date**

---

**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:

**Affirmative Action Officer**

Kevin Thurston – (908) 486-5432 ext. 8307; [kthurston@lindenps.org](mailto:kthurston@lindenps.org)

**504 Officer & District Anti-Bullying Coordinator**

Annabell Louis – (908) 486-2800 ext. 8025; [alouis@lindenps.org](mailto:alouis@lindenps.org)

**Title IX Coordinator**

Steven Viana – (908) 486-7085; [sviana@lindenps.org](mailto:sviana@lindenps.org)

**Director of Special Education**

Marie Stefanick – (908) 587-3285; [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org)

## **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 Secondary 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.

### **American Sign Language (ASL)**

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

### **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

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 I

The World Language I curriculum provides an entry point into the study of a World Language at the secondary level (grades 9-12). Students may continue with the World Language that they were introduced to in elementary or middle school, or they may choose a new language that they will study through their secondary school years. The World Languages I curriculum has been designed for students who have not studied the target language before. Students who have demonstrated a novice-high proficiency level at the end of 8<sup>th</sup> grade will be placed in World Languages 2.

The secondary 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. In grades 9-12, World Language classes meet daily for 45 minutes of instruction.

## **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”.

A well-designed World Languages class will have a variety of activities where the teacher interacts with students using target vocabulary and structures in an authentic communicative context. That is to say, rather than solely focusing on explicit teaching of grammatical structures and vocabulary, the teacher should instead present these items in the context of meaningful content that is comprehensible and compelling to students. Current events, cultural representations (music, art, literature), the lives of our students, and academic content (connections to social studies, science, and math) form the ideal context for language learning

when made comprehensible by a skillful teacher through scaffolding and careful design of comprehensible input.

As an example, the 200 most used words in every day communication are presented below for Spanish/English. Teachers will be able to interact with students in the target language in a comprehensible way as students develop masters over the Super 7 Structures and these foundational vocabulary targets.

### 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. hacia	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: Level 2

Unit 1
<p>All About Me: Who I Am Today, Who I Want to be Tomorrow</p>
<p>This unit opens a new school year with an opportunity for students to assess who they are today, who they'd like to be tomorrow and how they will get there. The unit creates opportunities to review core vocabulary and structures, and encourages students to consider how being biliterate will expand future career opportunities in the <i>16 Career Clusters</i> found within the interconnected global market place.</p>

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
45 Classes Marking Period 1	High school World Language classes meet every day for a 40-minute period of instruction.	Chinese French Italian Spanish	Novice High

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.NH.IPRET.1-8 7.1.NH.IPERS. 1-6 7.1.NH.PRSNT.1-6</p>	
<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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> </ul>



	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>
--	---

<b>Computer Science and Design Thinking</b>	<b>Career Readiness, Life Literacies, and Key Skills</b>
8.1.12.DA.1	9.2.8.CAP.3
8.2.8.ITH.1	9.2.8.CAP.15
8.2.8.ITH.5	9.2.8.CAP.16
	9.4.2.GCA.1

<b>Essential Questions</b>	<b>Enduring Understandings</b>
How does my environment shape my identity?	Our interests may shape our personality and affect other people's perceptions of us.
What is the role of biliteracy in the global market place of the 21 <sup>st</sup> Century?	In an increasingly interconnected world biliteracy is a highly valued skill.
How important is it to be familiar with a profession in order to set future goals?	Each person requires a specific skill set for success in that field.
Why doesn't everyone see things the way I do?	Everyone has a culture. It shapes how we see the world, ourselves and others.

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.

<b>Stage 2: Evidence</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>

<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 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> <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 World Languages Level 2 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 World Languages Level 2 curriculum is to advance students towards intermediate low proficiency across the three modes of communication: interpretive, interpersonal and presentational.</p> <p>The World Languages Level 2 curriculum will build upon the linguistic foundation established in the first year of target language study. It will call for repeated exposure and expansions of the foundational target structures (the Super 7 verbs) and high frequency vocabulary that were introduced in 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.</p> <p>The reading and discussion of both fiction and nonfiction texts in the target language will provide the means through which students will develop proficiency with target vocabulary and structures. Based on the interests and proficiency levels of the class, teachers should select thematically appropriate novels that will lend themselves to achieving the unit's objectives. See suggested Unit resources and materials.</p>

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 and fluency in the L2.

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

<p><b>Student Choice</b></p> <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 opportunities for student choice in the selection of topics of exploration and creativity and individual expression in their modes of presentation.</p>	<p><b>Teacher/Student Collaboration</b></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 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.</p>
<p><b>Suggested Activities for Personalization</b></p>	
<p>1. Give students a questionnaire at the start of the year to learn about their interests and unique learning characteristics.</p>	

2. In Unit 1 students will explore career interests. Help students to realize how biliteracy will benefit them in the work place 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.*

### Instructional Focus and Pacing

All About Me: This unit will help students to build upon previously acquired vocabulary and structures, and begin to communicate at the sentence level on familiar topics. Students will introduce themselves, talk about their favorite classes, their favorite activities, their favorite things.

Students will also reflect upon their desired future and career ambitions, and the skills they will need (including L2 proficiency) to meet these goals. With the student's desired future lifestyle in mind, students will describe their current home as well as the house of their dreams. Students will also describe their responsibilities to their family and those they have as ambitious students.

World Languages II curriculum will build upon the linguistic foundation established in the first year of target language study. It will call for repeated exposure and expansions of the foundational target structures (the Super 7 verbs) and high frequency vocabulary that were introduced in 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.

The reading and discussion of both fiction and nonfiction texts in the target language will provide the means through which students will develop proficiency with target vocabulary and structures.

Based on the interests and proficiency levels of the class, teachers should select thematically appropriate novels that will lend themselves to achieving the unit's objectives. See suggested Unit resources and materials.

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 and fluency in the L2.

### What will students know?

<p>More words and expressions to describe people- emotions, moods and expanded physical descriptions</p> <p>Admirable character traits and flaws</p> <p>The basic vocabulary of:  Student's new semester schedule  Student's current favorite activities  Student's favorite foods and drinks  Some foods and drinks found in the target culture.  Basic vocabulary of homes, rooms and the chores that students perform  Words and expressions to describe their dream home  Words and expressions to describe the student's responsibilities and chores  Words that express frequency, how often one does something</p>	<p>Students will know what a learning plan is and will develop one as part of the unit projects.</p> <p>Students will need to know the vocabulary and concepts necessary to relate:</p> <ol style="list-style-type: none"> <li>1. Post high school goals and aspirations</li> <li>2. Career and employment goals</li> <li>3. Courses needed to meet those goals and graduation requirements</li> <li>4. Tell how achieving the Seal of Biliteracy relates to education, career and employment goals</li> <li>5. Personal enrichment interests</li> <li>6. Self-assessment of strengths and weaknesses</li> <li>7. Strategies for addressing weaknesses</li> </ol>
---	---

### What can students do?

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

<p><b>Interpretive Performance Tasks</b></p> <p><b>CPI's 7.NH. IPRET.1-8</b></p>
<p>Students can demonstrate understanding when someone describes themselves, their families, or their interests.</p> <p>Students can read and understand a culturally authentic school schedule.</p> <p>Students can listen/read and identify the occupation being described.</p> <p>Students can complete a survey on career related aptitudes and personality traits.</p> <p>Students can read and understand an authentic employment advertisement or resumé.</p> <p>Students can read an info graphic that conveys statistic related to employment or income.</p> <p>Students can read and comprehend a culturally authentic real estate ad.</p> <p>Students can read or listen and comprehend a proficiency level appropriate novel at the chapter level when unit focused vocabulary, structures and themes are used to communicate at the intermediate low level.</p>

## **Interpersonal Performance Tasks**

**CPI's 7.NH. IPERS.1-6**

Students can /ask answer basic questions about their new semester schedule.

Students can exchange basic information about their favorite classes, activities and things.

Students can exchange information about their own home or their dream home.

Students can exchange information about their chores and responsibilities and how often they perform them.

Students can exchange information where they ask or answer questions about a character or events in a story related to the unit targets and themes.

## **Presentational Performance Tasks**

**CPI's 7.NH. PRSNT.1-6**

Students can create a personalized learning plan that includes a reflection on how earning the Seal of Biliteracy will help them towards their career aspirations.

Students can summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Students can introduce themselves by telling about their favorite classes and activities this semester.

Students can write about their new semester schedule and classes, telling which they prefer, and telling which classes they find easy or difficult.

Students can complete a visual organizer that links occupations to aptitudes and interests.

Students can create an info graphic to present information related to employment and income.

Students can present a photo that portrays the career they would like to have in the future.

Students can say what one does in that occupation and what one must know in order to succeed in that occupation.

Students can create a multimedia presentation to present their Dream Home to the class, as they describe the rooms and exterior at the sentence level.

Students can write a retell of a simple story learned in class while using target structures and vocabulary.

Students can write about their chores and responsibilities on a blog post.

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

Investigate: Students can use technology to find info graphics related to work and study in the L2 culture,

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

Interact: Students can use technology to share some information about unit topics 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	Brandon Brown VS Yucatán w/Novice & Intermediate versions-140 unique words Piratas del Caribe y EL Mapa Secreto 185 unique words El Nuevo Houdini – 200 unique words Esperazana – 200 unique words Vidas Impactantes- 250 unique words Felipe Alou- Dedes Los Valles a las Montañas- 150 unique words Frida Kahlo – 150 unique words Santana (Biography) 210 unique words Selena (Biography) Novice & Intermediate Eds. 229/369 unique words Bananas (themes relate to work and migration) 275 unique words
French	Le Nouvel Houdini – 200 unique words Felipe Alou – Histoire d'un Grand Champion 150 unique words Pirates Française des Caraïbes Au Revoir L'Acadie
Italian	Antologia di storie brevi italiane Miti e leggende italiani facili
Chinese	Brandon BROWN XIǎNG YÀO GŎU SHÉI HǎOKÀn? (Who is Good Looking?) Krashen/Li HǎOKÀn SHÌ BÚ GŎU DE (Good Looking is Not Enough) Krashen/Li

### 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
FlpiGrid 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
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

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	Social Studies Indicator
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistoryUP.2	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.5.History.UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.2.GeoGl.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGl.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
6.3.2.GeoGl.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

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>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> <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: Level 2

Unit 2
Let's Eat
<p>The United States is a multi-cultural tapestry enriched with all of the flavors that immigrants from around the world has brought to her shores. Students are likely familiar with some of the foods from the target culture. This unit will help students acquire the language necessary to identify favorite foods from the home culture and typical foods from the target culture. Students will learn to communicate for authentic purposes in the real-life context of ordering or working in a restaurant.</p>

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
45 Classes Marking Period 2	High school World Language classes meet every other day for a 40-minute period of instruction.	Chinese French Italian Spanish	Intermediate Low

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.NH.IPRET.1-8 7.1.NH.IPERS. 1-6 7.1.NH.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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>
--	--

<b>Computer Science and Design Thinking</b>	<b>Career Readiness, Life Literacies, and Key Skills</b>
8.1.12.DA.1	9.2.8.CAP.3
8.2.8.ITH.1	9.2.8.CAP.15
8.2.8.ITH.5	9.2.8.CAP.16
	9.4.2.GCA.1

<b>Essential Questions</b>	<b>Enduring Understandings</b>
What is the relationship between food and culture? How does food reflect culture?	The foods eaten in the target culture can tell us a lot about their natural resources, histories and traditions.
Why doesn't everyone see things the way I do?	Everyone has a culture. It shapes how we see the world, ourselves and others.
How can learning an L2 help me with my career goals?	Biliteracy is a valuable skill in a global community.
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.

<b>Stage 2: Evidence</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
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	<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</li> </ul>

student choice boards, student-designed assessment activities, creative extension projects.	the novice-mid level for across the 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 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> <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 World Languages Level 2 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 World Languages Level 2 curriculum is to advance students towards intermediate low proficiency across the three modes of communication: interpretive, interpersonal and presentational.</p> <p>The World Languages Level 2 curriculum will build upon the linguistic foundation established in the first year of target language study. It will call for repeated exposure and expansions of the foundational target structures (the Super 7 verbs) and high frequency vocabulary that were introduced in 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.</p> <p>The reading and discussion of both fiction and nonfiction texts in the target language will provide the means through which students will develop proficiency with target vocabulary and structures. Based on the interests and proficiency levels of the class, teachers should select thematically appropriate novels that will lend themselves to achieving the unit's objectives. See suggested Unit resources and materials.</p> <p>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 and fluency in the L2.</p>

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.	Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of > than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the

<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>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	
<p><b>Student Choice</b></p> <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 opportunities for student choice in the selection of topics of exploration and creativity and individual expression in their modes of presentation.</p>	<p><b>Teacher/Student Collaboration</b></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 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.</p>
Suggested Activities	
<ol style="list-style-type: none"> <li>1. Student choice in FVR, project selection, and independent research projects designed by the student.</li> <li>2. Have students keep a journal of personally selected L2 vocabulary.</li> <li>3. Implement the use of Dialog journals and reader response journals.</li> </ol>	

### What will students know?

<p>The target language in order to talk about foods, meals and related customs in the target language and culture: Basic foods, drinks, meals, breakfast, lunch, dinner, desserts, snacks.</p> <p>The language needed to distinguish healthy and unhealthy food choices.</p> <p>Taste descriptions: sweet, salty, spicy</p>
---



Table Settings across cultures, tablecloth, plate, bowl, knife, fork, spoon, napkin.  
Restaurant, menu, server, check.

Basic vocabulary needed to talk about food and drinks, and to participate in a meal in a restaurant.

Expressions to discuss preferences about food. Express hunger or thirst  
Communicate needs politely in a restaurant context

Cultural norms for eating at a target culture restaurant

### **What will the students be able to do with the language?**

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

#### **Interpretive Performance Tasks**

**CPI's 7.1.NH.IPRET.1-8**

Students can use the Internet to research foods in the target culture. They will listen and/or read descriptions of foods and drinks in culturally authentic media, and they will demonstrate the ability to recognize target words and phrases.

Students will recognize language that relates to culturally distinctive aspects of foods found in the target culture.

Students will Identify food and activities that take place in a restaurant, based on oral and/or written descriptions.

Students will demonstrate comprehension of short conversations and brief written messages where speakers from the target culture talk about foods.

Students will be able to read and demonstrate comprehension of an authentic school menu from the target culture, and will infer the meaning of a few unfamiliar words.

Students can read or listen and comprehend a story at the paragraph level when unit focused vocabulary, structures and themes are used to communicate at the intermediate low level.

## **Interpersonal Performance Tasks**

**CPI's 7.1.NH.1-6**

Students will use digital tools such as social media to comment on favorite food products and restaurants.

Students can have a conversational exchange where partners express hunger and thirst, then share their family's customs and preferences related to meals.

Students will share and exchange information that they have researched related to cultural differences related to eating habits across the home and target culture.

## **Presentational Performance Tasks**

**CPI's 7.1.NH.1-6**

Students will use digital tools to create a presentation about multi-cultural foods found in their community and will share this virtually with their e-pals or partner school.

Students will write and perform a role play between a waiter and customer that uses unit vocabulary and structures.

Students will watch a brief video clip that takes place in a restaurant. Students will retell the story presented in the clip, employing the unit's target structures and vocabulary.

Students will create a project where they use their L2 language skills to create a photo illustrated menu for a restaurant that features foods from the target culture.

Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters that connect to foods and restaurants.

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

Investigate: Students can use technology to identify what food and restaurants are like in the target culture. Students can research the global problem of hunger, at home and in the L2 culture.

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

Interact: Students can use technology to share some information about school lunches in the United States 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	Brandon Brown VS Yucatán w/Novice & Intermediate versions-140 unique words Piratas del Caribe y EL Mapa Secreto 185 unique words El Nuevo Houdini – 200 unique words Esperazana – 200 unique words Vidas Impactantes- 250 unique words Felipe Alou- Dedes Los Valles a las Montañas- 150 unique words Frida Kahlo – 150 unique words Santana (Biography) 210 unique words Selena (Biography) Novice & Intermediate Eds. 229/369 unique words Bananas (themes relate to work and migration) 275 unique words
French	Le Nouvel Houdini – 200 unique words Felipe Alou – Histoire d’un Grand Champion 150 unique words Pirates Française des Caraïbes Au Revoir L’Acadie
Italian	Antologia di storie brevi italiane Miti e leggende italiani facili
Chinese	Brandon BROWN XIǎNG YÀO GŎU SHÉI HǎOKÀn? (Who is Good Looking?) Krashen/Li HǎOKÀn SHì BÚ GŎU DE (Good Looking is Not Enough) Krasehn/Li

### 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 www.quia.com	
Games, Music, Videos, Songs: Señor Wooly.com	
FlpiGrid 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
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

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>Social Studies</b> Indicator
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistoryUP.2	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.5.History.UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
6.3.2.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

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>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 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> </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> </ul>

		<ul style="list-style-type: none"><li>• Differentiated checklists and rubrics, if available and appropriate</li></ul>	<ul style="list-style-type: none"><li>• Differentiated checklists and rubrics, if available and appropriate</li></ul>
--	--	---	---

## World Languages: Level 2

Unit 3
Fashion
This unit gives students the opportunity to acquire the core vocabulary need to talk about clothing and fashion preferences. Students will use target vocabulary and structures to communicate in scenarios which mirror the context of authentic real life purposes.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
45 Classes Marking Period 3	High school World Language classes meet every other day for a 40-minute period of instruction.	Chinese French Italian Spanish	Intermediate Low

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.NH.IPRET.1-8 7.1.NH.IPERS. 1-6 7.1.NH.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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> </ul>



	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>
--	---

<b>Computer Science and Design Thinking</b>	<b>Career Readiness, Life Literacies, and Key Skills</b>
8.1.12.DA.1	9.2.8.CAP.3
8.2.8.ITH.1	9.2.8.CAP.15
8.2.8.ITH.5	9.2.8.CAP.16
	9.4.2.GCA.1

<b>Essential Questions</b>	<b>Enduring Understandings</b>
How does clothing reflect the values of a culture?	Fashion customs vary across cultures. Access to goods varies across cultures.
How does the notion of what is fashionable vary across cultures?	Ideas about what is fashionable varies across cultures and is often influenced by the media and social media influencers.
Why doesn't everyone see things the way I do?	There are differences between wants and needs.
What strategies can I use to better understand unfamiliar language?	Everyone has a culture. It shapes how we see the world, ourselves and others.
What strategies can I use to make myself understand as I learn a new language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

<b>Stage 2: Evidence</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
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.	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> </ul>

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>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> <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 World Languages Level 2 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 World Languages Level 2 curriculum is to advance students towards intermediate low proficiency across the three modes of communication: interpretive, interpersonal and presentational.</p> <p>The World Languages Level 2 curriculum will build upon the linguistic foundation established in the first year of target language study. It will call for repeated exposure and expansions of the foundational target structures (the Super 7 verbs) and high frequency vocabulary that were introduced in 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.</p> <p>The reading and discussion of both fiction and nonfiction texts in the target language will provide the means through which students will develop proficiency with target vocabulary and structures. Based on the interests and proficiency levels of the class, teachers should select thematically appropriate novels that will lend themselves to achieving the unit’s objectives. See suggested Unit resources and materials.</p> <p>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 and fluency in the L2.</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>
---	--

Personalized Learning for the World Languages Classrooms	
<p><b>Student Choice</b></p> <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 opportunities for student choice in the selection of topics of exploration and creativity and individual expression in their modes of presentation.</p>	<p><b>Teacher/Student Collaboration</b></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 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.</p>
Suggested Activities	
<ol style="list-style-type: none"> <li>1. Student choice in FVR, project selection, and independent research projects designed by the student.</li> <li>2. Have students keep a journal of personally selected L2 vocabulary.</li> <li>3. Implement the use of Dialog journals and reader response journals.</li> </ol>	

### What will students know?

<p>Students will know:</p> <p>Weather, temperature, seasonal activities the related clothing</p>
--

Basic clothing vocabulary / Formal Clothing /Informal Clothing /Sports clothes

Footwear / Coats and Jackets / Seasonal Clothes /Accessories

Clothing Sizes (I1 / L2 Culture) / Words to describe fit / problems (i.e., tight, short, long)

The language of clothes shopping: sale, discount, fitting room

Designer brands, culturally traditional clothing

Cultural norms involving modes of dress

Note: 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 World Languages I-II curriculum.

### **What will students be able to do with the language?**

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

#### **Interpretive Performance Tasks**

**CPI's 7.1.IPRET.1-8**

Students will listen or view a culturally authentic weather forecast and demonstrate comprehension by telling what kinds of clothing will be necessary.

Students will listen and/or read descriptions of a clothing, and they will demonstrate the ability to match these descriptions with the appropriate illustration from authentic materials.

Students will recognize language that relates to culturally distinctive aspects of homes found in the target culture.

Identify clothing and accessories that are appropriate for seasonal conditions, based on simple oral and/or written descriptions.

Students will demonstrate comprehension of brief spoken messages where speakers from the target culture present and describe clothes in the context of a fashion show.

Students will be able to read, infer the meaning of some unfamiliar words, and answer questions, demonstrating comprehension of an authentic clothing catalogue.

Students can use digital tools to shop on-line, navigate in the L2 and identify the correctly sized clothing they wish to purchase clothing on the target language version of AMAZON.com (simulation)

Students can read or listen and comprehend a story at the paragraph level when unit focused vocabulary, structures and themes are used to communicate at the intermediate low level.

### **Interpersonal Performance Tasks**

**CPI's 7.1.NH.1-6**

Students will ask and answer questions about the weather in a conversation with a partner. Students will know and use a few common idiomatic expressions of the target culture related to clothing and fashion in a dialog with a partner.

Students can have a conversational exchange where partners role play as customer and salesperson in a boutique.

Students will share and exchange information that they have researched related to traditional ethnic clothing (or formal vs informal) in the target culture and those from the student's L1 culture.

### **Presentational Performance Tasks**

**CPI's 7.1.NH.1-6**

Students can give a weather report for a region in the target culture.

Students can give a presentation about weather and seasonal activities in a target language country.

Students will write and perform a role play between a salesperson and customer in a boutique.

Students will create a project where they use their L2 language skills to create a business opportunity, creating an online boutique that highlights their favorite styles of clothing.

Students can write about cultural norms related to clothing.

Students will retell stories presented in class that employs the unit's target structures and vocabulary.

Students will present culturally authentic images and media where they will relate information that they have researched related to traditional ethnic clothing (or formal vs informal) in the target culture and those from the student's L1 culture.

Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters that can be connected to the fashion industry.

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

Investigate: Students can use technology to identify what traditional clothing looks like in the target culture.

Reflect: Students can compare and contrast cultural norms concerning clothing in the L1 and L2 culture.

Interact: Students can use technology to share some information about American fashion 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	Brandon Brown VS Yucatán w/Novice & Intermediate versions-140 unique words Piratas del Caribe y EL Mapa Secreto 185 unique words El Nuevo Houdini – 200 unique words Esperazana – 200 unique words Vidas Impactantes- 250 unique words Felipe Alou- Dedes Los Valles a las Montañas- 150 unique words Frida Kahlo – 150 unique words Santana (Biography) 210 unique words Selena (Biography) Novice & Intermediate Eds. 229/369 unique words Bananas (themes relate to work and migration) 275 unique words
French	Le Nouvel Houdini – 200 unique words Felipe Alou – Histoire d'un Grand Champion 150 unique words Pirates Française des Caraïbes Au Revoir L'Acadie
Italian	Antologia di storie brevi italiane Miti e leggende italiani facili
Chinese	Brandon BROWN XIǎNG YÀO GŎU SHÉI HǎOKÀn? (Who is Good Looking?) Krashen/Li

	HẢO KÀN SHÌ BÚ GÒU DE (Good Looking is Not Enough) Krashen/Li
--	---

### 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 www.quia.com	
Games, Music, Videos, Songs: Señor Wooly.com	
FlpiGrid 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
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.



9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
-------------	---

Indicator Number	<b>English Language Arts</b> 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	<b>Social Studies</b> Indicator
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistoryUP.2	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.5.History.UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
6.3.2.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

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	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> </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> <li>Level of independence required</li> </ul>

<ul style="list-style-type: none"> <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>• 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: Level 2

Unit 4
Heroes
How does a culture select its heroes? Are the qualities we find admirable similar across cultures? Students will read short texts, both authentic and learner centered, in order to gain insight into well-known historical and pop cultural figures in the target culture.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
45 Classes Marking Period 4	High school World Language classes meet every day for a 40-minute period of instruction.	Chinese French Italian Spanish	Intermediate Low

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.NH.IPRET.1-8 7.1.NH.IPERS. 1-6 7.1.NH.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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>
--	--

<b>Computer Science and Design Thinking</b>	<b>Career Readiness, Life Literacies, and Key Skills</b>
8.1.12.DA.1	9.2.8.CAP.3
8.2.8.ITH.1	9.2.8.CAP.15
8.2.8.ITH.5	9.2.8.CAP.16
	9.4.2.GCA.1

<b>Essential Questions</b>	<b>Enduring Understandings</b>
What language do I need to tell things that have happened in the past?	National heroes share many common traits across cultures.
What are the qualities that we admire in our heroes?	Although these notable figures represent different cultures, there are certain universal qualities that define them as heroes, leaders and idols.
How do we define heroes/leaders/idols?	Although there are certain characteristics that heroes, leaders and idols share they are not one and the same.
Why doesn't everyone see things the way I do?	Everyone has a culture. It shapes how we see the world, ourselves and others.
How can learning an L2 help me with my career goals?	Biliteracy is a valuable skill in a global community.
What strategies can I use to better understand unfamiliar language?	

<b>Stage 2: Evidence</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
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.	<ul style="list-style-type: none"> <li>▪ IPA's: Integrated Performance Assessments</li> <li>▪ End of Unit Projects</li> </ul>

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>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> <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 World Languages Level 2 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 World Languages Level 2 curriculum is to advance students towards intermediate low proficiency across the three modes of communication: interpretive, interpersonal and presentational.</p> <p>The World Languages Level 2 curriculum will build upon the linguistic foundation established in the first year of target language study. It will call for repeated exposure and expansions of the foundational target structures (the Super 7 verbs) and high frequency vocabulary that were introduced in 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.</p> <p>The reading and discussion of both fiction and nonfiction texts in the target language will provide the means through which students will develop proficiency with target vocabulary and structures. Based on the interests and proficiency levels of the class, teachers should select thematically appropriate novels that will lend themselves to achieving the unit’s objectives. See suggested Unit resources and materials.</p> <p>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 and fluency in the L2.</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>

Personalized Learning for the World Languages Classrooms	
<p><b>Student Choice</b></p> <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 opportunities for student choice in the selection of topics of exploration and creativity and individual expression in their modes of presentation.</p>	<p><b>Teacher/Student Collaboration</b></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 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.</p>
Suggested Activities	
<ol style="list-style-type: none"> <li>1. Student choice in FVR, project selection, and independent research projects designed by the student.</li> <li>2. Have students keep a journal of personally selected L2 vocabulary.</li> <li>3. Implement the use of Dialog journals and reader response journals.</li> </ol>	



### What will students know?

<p>The basic vocabulary: To describe the characteristics of people that are admired in the L1 and L2 culture.</p> <p>The structures needed to relate a news story: Who, what, where, when, why, and how</p> <p>The structures to convey basic biographical information: when someone was born, when they died, what they did and in what context.</p>	<p>The Super 7 Structures in the past forms to tell:</p> <p>What there was How someone felt Where someone was Where someone went What someone wanted What someone liked or didn't like What someone did</p>
---	---

### 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.NH.IPRET.1-8

Students can read a short story written with familiar language telling the story of an admired person from the target culture.

Students can listen/read an authentic media news story.

Students can watch a culturally authentic video clip and tell what they saw happen.

Students can read short articles about people from the target culture written with high frequency vocabulary and familiar structures.

Students can read or listen and comprehend a story at the paragraph level when unit focused vocabulary, structures and themes are used to communicate at the intermediate low level.

## **Interpersonal Performance Tasks**

**CPI's 7.1.NH.IPRET.1-8**

Students can ask someone where they went or what they did at a certain point in the past, and share the same information.

Students can have conversations about when famous people were born and certain events that happened in their lives.

Students can role play as a journalist and historical figure, discussing events from the past.

Students can read or listen and comprehend a proficiency level appropriate novel at the chapter level when unit focused vocabulary, structures and themes are used to communicate at the intermediate low level.

## **Presentational Performance Tasks**

**CPI's 7.1.NH.PRES.1-6**

Students can give a multimedia biographical presentation on the people the most admire from the L1 and L2 cultures, telling what they did in the past.

Students can summarize and reflect on the biographies they have read on the lives of impactful innovators, and connect this learning to their continued exploration of the 16 career clusters.

Students can write and caption photos that show historic events from the L1 and/or L2 culture, telling what happened.

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

**Investigate:** Students can use technology to learn how a holiday is celebrated in the target culture, and see how that holiday is portrayed in culturally authentic media.

**Reflect:** Students can compare and contrast holidays and special events in the L1 and L2 culture.

**Interact:** Students can use technology to share some information about their everyday lives 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	Brandon Brown VS Yucatán w/Novice & Intermediate versions-140 unique words Piratas del Caribe y EL Mapa Secreto 185 unique words El Nuevo Houdini – 200 unique words Esperazana – 200 unique words Vidas Impactantes- 250 unique words Felipe Alou- Dedes Los Valles a las Montañas- 150 unique words Frida Kahlo – 150 unique words Santana (Biography) 210 unique words Selena (Biography) Novice & Intermediate Eds. 229/369 unique words Bananas (themes relate to work and migration) 275 unique words
French	Le Nouvel Houdini – 200 unique words Felipe Alou – Histoire d'un Grand Champion 150 unique words

	Pirates Française des Caraïbes Au Revoir L'Acadie
Italian	Antologia di storie brevi italiane Miti e leggende italiani facili
Chinese	Brandon BROWN XIǎNG YÀO GŎU SHÉI HǎOKÀn? (Who is Good Looking?) Krashen/Li HǎOKÀn SHÌ BÚ GŎU DE (Good Looking is Not Enough) Krashen/Li

### 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 www.quia.com	
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
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP.16	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

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	Social Studies Indicator
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistoryUP.2	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.5.History.UP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.2.GeoGl.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGl.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
6.3.2.GeoGl.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

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>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 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>
--	--	--	--