

TOWNSHIP OF UNION PUBLIC SCHOOLS



**World Language Curriculum
Spanish, German, and French
Grades 9-12
Level II**

Adopted: December 19, 2023

Overview

The Level II World Language courses include Spanish, German, and French. These courses meet five times a week and follow a comprehensive curriculum that encompasses all suggested themes from the New Jersey World Languages Curriculum Framework. Additionally, the courses are designed to align with the New Jersey State World Languages Standards.

The primary goal of these world language courses is to foster proficiency in the target language across three modes of communication: interpersonal, interpretive, and presentational. To achieve this, teachers employ a Natural Approach to second language acquisition, immersing all students in the target language during classroom activities.

The instructional approach focuses on developing language skills aligned to the novice-high proficiency levels defined by the ACTFL (American Council on the Teaching of Foreign Languages). This methodology allows for the integration of content from various subjects, enriching the educational experience with authentic and meaningful learning opportunities. Moreover, it emphasizes the cultivation of linguistic and cultural awareness on a daily basis, promoting a holistic understanding of the language and its cultural context.

Unit Title: My Summer: Summer activities, Leisure activities, Holidays, Celebrations

Grade Level: 9-12

Timeframe: 10 Weeks

Guiding Questions

- How do people in target cultures spend their summer?
- How does summer vacation for schools in the US differ from other countries?
- How does the way we celebrate holidays in the US differ from how holidays are celebrated in target cultures?
- What role do leisure activities play in our daily life?
- How does the formation and use of the recent past tense differ from the present tense?

Standards

Proficiency Level: Novice High

Modes of Communication/Core Ideas (WWBAT)

Interpretive

7.1.NH.IP.ET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IP.ET.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.

7.1.NH.IP.ET.5 Identify some unique linguistic elements in the target culture.

7.1.NH.IP.ET.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.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

Interpersonal

7.1.NH.IP.ERS.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.

7.1.NH.IP.ERS.2 Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IP.ERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

WWBAT exchange information through conversations.
WWBAT communicate in the target language.
WWBAT negotiate meanings through conversations.

Presentational

- 7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.*
- 7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.*
- 7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*
- 7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words*

WWBAT present information on a variety of topics to an audience of listeners
WWBAT present concepts and ideas to an audience of readers on a variety of topics.
WWBAT present concepts and ideas on a variety of topics to an audience of listeners.
WWBAT present information to an audience of readers on a variety of topics.

Intercultural Statements (WWBAT)

WWBAT identify products related to everyday life in the target language.
WWBAT investigate products related to everyday life in the target language.
WWBAT identify products related to everyday life in the learner's own culture.
WWBAT investigate products related to everyday life in the learner's own culture.
WWBAT recognize cultural practices in the target culture.
WWBAT identify cultural practices in the target culture.
WWBAT recognize cultural practices in the learner's own culture.
WWBAT identify cultural practices in the learner's own culture.
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social-Emotional Learning Competencies

- Self-Awareness
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Instructional Plan

Students will begin the unit with two intro lessons based on content covered in level 1. Do Nows, exit tickets and teacher observations will be part of lesson activities. Other interactive activities such as quizlet, quizziz, kahoot and games will be used as vocabulary reinforcement and motivational tools. Students will work individually, in pairs and in groups. Various aspects of the target culture will be discussed. Cultural activities will be incorporated in class activities as students engage in word/phrase identification, reading, writing, listening and speaking activities. Dialogues/ conversations will be used to enhance student-student speaking interactions. Verbs and other grammatical aspects will be taught in the context of the topics discussed- summer activities, leisure activities, holidays and celebrations. A vocabulary list and teacher-generated notes will be provided for students' reference. Several authentic resources will be used together with referenced textbook activities. Assessments will include

classwork, homework, teacher observation, student participation, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several days to be implemented.

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France www.Google.fr

Wordle

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Wordle

T'es branché? 2E

¡Qué chévere! 2e

Deutsch So Aktuell 8e

Websites:

www.123teachme.com

<https://conjuguemos.com>

www.quizlet.com

<p>www.kahoot.com</p> <p>www.youtube.com</p>				
<p>Pre-assessment Teacher-generated question and answer sheet based on content materials from level I (Novice-mid). The questions will include self introduction and simple grammatical structures covered in level I.</p>				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>7.1.NH.PRSNT.1</p> <p>WALT recombine information using phrases on topics and themes related to everyday life.</p>	<p><i>First intro lesson to teach numbers and months and dates before starting the lessons on holidays.</i></p> <ul style="list-style-type: none"> -Visuals - Partner work -Discussions 	<ul style="list-style-type: none"> -Students' written introduction of themselves focusing on their age and birthday. -Student Oral Responses (phrases) 	<ul style="list-style-type: none"> -Discuss vocabulary words and phrases pertinent to introductions, cardinal numbers & months of the year. -Students work with their partners to practice using the content taught to express their age and birthdays. -Students orally share their written phrases. 	<ul style="list-style-type: none"> Checking for understanding periodically Additional Time to submit work Teacher-provided notes / vocabulary sheets

			<p>-Electronic or hand-written phrases</p> <p>-Teacher-generated vocabulary list of cardinal numbers, and months of the year</p> <p>- Teacher- generated PowerPoints</p>	
<p>7.1.NH.PRSNT.1</p> <p>WALT recombine information at the sentence level related to everyday topics and themes.</p>	<p><i>Second intro lessons to review dates before starting the lessons on holidays.</i></p> <p>-Partner work</p> <p>- Visuals prompts</p> <p>-Discussion</p>	<p>-Do Now to review previous content taught</p> <p>-Students' written work on dates.</p>	<p>-Students' written responses regarding their date of birth and dates in general</p> <p>-Students work with their partners to write a set of dates using full sentences. The dates will include their own full date of birth.</p> <p>-Students will work on different sets of dates.</p> <p>-Teacher-generated electronic or paper worksheets</p> <p>-Teacher-generated vocabulary list</p>	<p>Checking for understanding periodically</p> <p>Additional Time to submit work</p> <p>Teacher-provided notes / vocabulary sheets</p> <p>Modify the writing information required</p> <p>Strategic pairing of student for increased engagement</p>

			<p>-Teacher-generated PowerPoint</p>	
<p><u>7.1.NH.IP.ET.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Underlining/Highlighting words&phrases -Question & answer about about holidays in target cultures.</p>	<p>-Do Now -Students' written responses in which they identify holidays.</p>	<p>-Do Now: Students orally state their birthdays and other dates to review previous content taught. -Students underline/highlight key words in texts related to holidays. -Students respond to questions on holidays and celebrations in target cultures. -Teacher-made PowerPoint -Teacher prepared questions on holidays and celebrations</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Re-wording / re-stating of directions</p>
<p><u>7.1.NH.IP.ERS.2</u> WALT ask and respond to questions on practiced topics.</p>	<p>-Partner activity -conversations -Gestures</p>	<p>-Oral & written responses -Conversations. -Teacher Observation</p>	<p>-Pair speaking activity- Students create short dialogues on their favorite holidays and celebrations. -Teacher-generated guidelines / prompts for conversations</p>	<p>Checking for understanding periodically Modify the length of required conversation Additional time to submit work Teacher provides pictures / other visual aids Strategic pairing of student for increased engagement</p>

<p><u>7.1.NH.IPRET.7</u> WALT comprehend familiar statements from short conversations.</p>	<p>-Auditory: Listening activity -Discussions</p>	<p>-Written responses to questions on spoken text.</p>	<p>-Students discuss key vocabulary words based on holidays and celebrations. -Students, listening activity: Students listen to a conversation on holidays and celebrations. They answer questions to show understanding. -Teacher-generated PowerPoint -Online / textbook conversation associated with the topic.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guided reading of materials</p>
<p><u>7.1.NH.IPRET.7</u> WALT comprehend brief written messages from informational and fictional texts that are written.</p>	<p>-Read-write -Discussion -Word Puzzles (Wordle)</p>	<p>-Written responses to questions on articles -Teacher-student communication</p>	<p>-Students discuss key phrases based on holidays and celebrations.. -Reading activity: Students read texts /articles based on holidays/ celebrations, then they answer questions. -Create and solve word puzzles using key vocabulary -Teacher-generated PowerPoint -Online / textbook texts and articles based on holidays and celebrations.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guided reading of materials</p>
<p><u>7.1.NH.PRSNT.2</u></p>	<p>-Group research/discovery learning</p>	<p>-Written and oral presentations</p>	<p>-Students work in groups. They compare a celebration in the target culture and a celebration</p>	<p>Checking for understanding periodically Additional Time to submit work</p>

<p>WALT present messages orally using familiar vocabulary.</p>			<p>in the United States. The groups present their work.</p> <ul style="list-style-type: none"> -Teacher-generated PowerPoints -Teacher-generated graphic organizer 	<p>Teacher provides guided reading of materials</p> <p>Strategic grouping of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.5</u> WALT write in the target language using simple sentences and transition words.</p>	<p>-Picture prompt for sentence writing</p> <p>-Computer enhanced interactive activity</p>	<p>-Written sentences</p> <p>-Interactive games</p>	<p>-Students write sentences in the present tense using regular verbs.</p> <p>-Play interactive games using the verbs</p> <p>-Teacher-generated PowerPoints on regular verbs in the present tense.</p> <p>-Verb Charts</p> <p>-Electronic / paper worksheet for sentence writing</p> <p>-Online interactive resources-quizlet, kahoot, quizizz</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary reference list</p> <p>Verb chart</p>
<p><u>7.1.NH.PRSNT.5</u> WALT write in the target language using simple sentences and transition words.</p>	<p>-Picture prompt for sentence writing</p> <p>-Interactive verb games</p>	<p>- Written sentences</p> <p>-Verb games</p>	<p>-Students produce sentences in the present tense using the verbs "to be and to have".</p> <p>-Play verb games</p> <p>-Teacher generated PowerPoints on the verbs "to be and to have".</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional time to submit work</p>

			<ul style="list-style-type: none"> -Verb Charts -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizizz 	<p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary sheets</p> <p>Verb chart</p>
<p><u>7.1.NH.IPERS.2</u></p> <p>WALT ask and respond to questions on practiced topics.</p>	<ul style="list-style-type: none"> -Think-pair-share -Conversations -Clocks /pictures 	<ul style="list-style-type: none"> -Do Now -Graphic organizer to compare, ask and tell the time 	<ul style="list-style-type: none"> -Do Now: Complete number match up activity -Discuss asking and telling the time in the target language- Official and regular time -Students work in pairs. They research and tell the time difference in selected target regions. -Students ask and tell the time. -Clocks -Teacher-made graphic organizer -Teacher-made Powerpoint 	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional Time to submit work</p> <p>Teacher provides number vocabulary sheet</p> <p>Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.1</u></p> <p>WALT identify familiar words in culturally authentic</p>	<ul style="list-style-type: none"> -Visual & read-write -Fill gap/ match up activity. 	<ul style="list-style-type: none"> -Written responses -Exit ticket 	<ul style="list-style-type: none"> -Students read an article / a paragraph based on TV shows/programs; then they answer questions on it. 	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p>

materials related to targeted themes.				<p>-Complete fill-in-the-gap & match up activity.</p> <p>-Identify pictures of types of TV shows</p> <p>-Teacher-generated PowerPoints</p> <p>-An article / reading material based on TV shows/programs.</p>	<p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p>
<u>7.1.NH.IPERS.1</u> WALT exchange information by recombining memorized words and phrases on topics related to self and targeted themes.	<p>-Partner work</p> <p>-Dialogue</p> <p>-Gestures</p>	<p>-Dialogues / skits</p> <p>-Teacher Observation</p>	<p>-Students create skits / dialogues on TV programs in selected target countries.</p> <p>-Teacher created guidelines for conversation.</p>	<p>-Provide example of required task</p> <p>-Modify the required length of dialogue</p> <p>-Additional time to submit work</p>	
<u>7.1.NH.IPERS.2</u> WALT ask and answer questions on practiced topics.	<p>Survey</p>	<p>-Survey on leisure activities</p> <p>Google forms / paper survey</p> <p>-Exit ticket</p>	<p>-Students do a survey. They ask their classmates about their favorite leisure activities.</p> <p>-Teacher-generated vocabulary list on common sports and leisure activities</p> <p>-Teacher-generated PowerPoints</p> <p>-Google forms / paper survey</p>	<p>Strategic pairing of student for increased engagement</p> <p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Re-wording / re-stating of directions</p>	
<u>7.1.NH.PRSNT.5</u> WALT write in the target language using	<p>-Polls</p> <p>-Picture prompts</p>	<p>-Poll Results</p> <p>-Students' written sentence responses</p>	<p>-Picture prompts: Students write sentences about activities at the amusement park</p>	<p>Checking for understanding periodically</p>	

<p>simple sentences and transition words.</p>			<p>-Students take a poll on amusement parks and discuss the result. -Teacher-generated poll about the students' activities at an amusement park.</p>	<p>Assignments broken into smaller sections Additional time to submit work Teacher provides pictures / other visual aids</p>
<p><u>7.1.NH.IPRET.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials associated with targeted themes.</p>	<p>Auditory & read-write</p>	<p>Written and oral responses</p>	<p>-Students read and discuss an article / a paragraph on amusement parks. Students watch / listen to a conversation on amusement parks and answer questions on it. -A video / an audio conversation on amusement parks: for listening activity -Online/ textbook or teacher-made reading and audio materials on amusement parks</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional Time to submit work Teacher provides guided reading of materials Re-wording / re-stating of directions</p>
<p><u>7.1.NH.PRSNT.2</u> WALT present messages in writing using familiar vocabulary.</p>	<p>-Small group research -Discovery learning</p>	<p>-Research findings & presentations -Exit ticket</p>	<p>-Student groups will be assigned research activities. -Students present information on parks in target countries and compare it to a park in the United States. -Teacher-generated graphic organizer -Names of some of parks in target regions</p>	<p>Modify the scope of the research Additional time to submit work Strategic grouping of student for increased engagement</p>

<p><u>7.1.NH.IPERS.5</u> WALT imitate appropriate gestures and intonation of the target culture during daily interactions.</p>	<p>Partner / small group</p>	<p>Students' conversations Teacher Observation</p>	<p>-Students create conversations inviting their partner / group to an amusement park in a target region /country. -Students present the conversations. -Teacher-made guidelines for conversation</p>	<p>Modify the length of the required conversation Additional time to submit work Teacher provided notes / vocabulary reference sheet Strategic grouping / pairing of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Picture prompt for sentence writing -Computer enhanced Interactive games</p>	<p>-Interactive games -Student's written sentences</p>	<p>-Students produce sentences in the present tense using the verb "to go". -Play verb games -Teacher generated PowerPoints based on the verb "to go" -Verb Chart -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizzes</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart Teacher provided notes / vocabulary sheets</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Picture prompt for sentence writing -Online interactive activity</p>	<p>-Interactive games Student's written sentences</p>	<p>-Students produce sentences in the present tense using the verb "to do". -Play verb games -Teacher generated PowerPoints</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Verb Chart</p>

			<p>based on the verb “to do”</p> <ul style="list-style-type: none"> -Verb Chart -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizizz 	<p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p> <p>Teacher provided notes / vocabulary sheets</p>
<p><u>7.1.NH.IPRET.5</u></p> <p>WALT identify unique linguistic elements in the target culture.</p>	<p>Individual/ group interactive activity</p>	<p>Text / sentences analysis</p>	<ul style="list-style-type: none"> -Students will analyze texts /sentences and identify the linguistic elements in the texts / sentences. They use the verb “to come” in their analysis. -Teacher generated PowerPoints based on the verb “to come” -Verb Charts -Electronic / paper worksheet 	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Verb Chart</p> <p>Additional time to submit work</p>
<p><u>7.1.NH.IPRET.1</u></p> <p>WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Picture prompts</p> <p>-Discussions</p>	<p>-Students’ Oral & Written Responses</p> <p>-Exit ticket</p>	<ul style="list-style-type: none"> -Discuss vacations-related expressions. -Students identify vacation spots orally and in writing -Use pictures as prompts for the identification task. -Written materials on vacation spots 	<p>Teacher provides guided reading of materials</p> <p>Teacher provides pictures</p> <p>Teacher provided vocabulary reference sheets / word bank</p>

			<p>-Teacher-generated vocabulary list on places and vacation spots associated with summer.</p>	
<p><u>7.1.NH.IP.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>Auditory: listening</p>	<p>Students' written and oral responses</p>	<p>-Listening activity based on vacation activities. -Students watch a video / listen to a conversation on vacation activities then show understanding by answering questions on the content viewed /heard. -Online or textbook conversation / a video on vacation activities</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Re-wording / re-stating of directions Listening to audio material at a slower pace</p>
<p><u>7.1.NH.IP.2</u> WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>	<p>Read-write Highlighting / underlining words & phrases</p>	<p>Do Now -Students' written responses -Exit tickets</p>	<p>-Do Now: Students read an article and highlight/ underline unfamiliar words and phrases. -Students read an article on vacation spots in target regions and discuss the main idea. -Complete exit tickets -Online / textbook / teacher-generated article -Teacher generated vocabulary list</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides guided reading of materials Re-wording / re-stating of directions</p>
<p><u>7.1.NH.IP.2</u></p>	<p>-Picture prompts -Discussions</p>	<p>-Oral & Written Responses</p>	<p>-Discuss holiday accommodations in target countries.</p>	<p>Teacher provides pictures</p>

<p>WALT infer the meaning of unfamiliar written words and phrases in culturally authentic materials associated with targeted themes.</p>		<p>-Fill-in-the-gap activity</p>	<p>-Students infer the meaning of words/phrases associated with hotels, hostels and campsites. -Fill-in-the-gap activity -Picture prompts -Written materials on vacation spots -Teacher-generated vocabulary list on places and vacation spots associated with summer.</p>	<p>Teacher provided vocabulary sheets / word bank Break tasks into smaller sections</p>
<p><u>7.1.NH.IPERS.2</u> WALT ask and respond to questions on practiced topics.</p>	<p>-Group / Partner activity -Gestures</p>	<p>-Skits -Teacher observations</p>	<p>-Students create skits pertinent to hotel/hostel reservations. -Teacher-generated guidelines for the skits -Teacher-generated vocabulary list</p>	<p>Checking for understanding periodically Modify the length of required skit Additional Time to submit work Teacher-provided notes / vocabulary reference sheets Strategic grouping / pairing of student for increased engagement</p>
<p><u>7.1.NH.IPERS.5</u> WALT imitate appropriate gestures and intonation of the target culture during</p>	<p>Partner / small group activity</p>	<p>-Students' conversations -Teacher Observation</p>	<p>-Students create conversations with their partners / groups. The conversations will be based on going on summer vacation in a target region /country.</p>	<p>Modify the length of the required conversation Additional time to submit work</p>

daily interactions.				-Teacher-made guidelines for conversation	Teacher provided notes / vocabulary sheets Strategic grouping / pairing of student for increased engagement
<u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.	Partner / small group activity	Students' written and oral presentations -Completed graphic organizers	-Students work in pairs/groups. They compare how summer is spent in the US and in the target cultures. -Students' written & oral work -Teacher-generated graphic organizer /chart -Teacher-generated guidelines	-Students compare how summer is spent in the US and in the target cultures. -Students' written & oral work -Teacher-generated graphic organizer /chart -Teacher-generated guidelines	Modify the required information to be provided Additional time to submit work Teacher provides vocabulary sheets Strategic grouping / pairing of student for increased engagement
<u>7.1.NH.IPRET.5</u> WALT identify some unique linguistic elements in the target culture.	-Online interactive activity -Picture prompt for writing work -Individually /group activity	-Students' identification of unique linguistic elements -Student's written sentences	Students identify unique linguistic elements in sentences and form new sentences using regular verbs in the perfect tense. -Online interactive activity for identifying linguistic elements -Form sentences using verb cutouts -Teacher generated PowerPoints -Verb Charts based on the perfect tense of regular verbs -Electronic / paper cutouts	Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart Teacher provided notes / vocabulary sheets	

<p><u>7.1.NH.IPRET.5</u> WALT identify some unique linguistic elements in the target culture.</p>	<p>-Verb game -Online interactive activity -Picture identification</p>	<p>-Students' identification of unique linguistic elements -Student's written sentences -Completed Fill-in-the-gap sheet</p>	<p>-Online interactive resources-quizlet, kahoot, quizzizz -Students use picture prompts for sentence writing / identifying the use of irregular verbs in the perfect tense. -Complete a fill-in-the-gap worksheet -Play verb games -Online interactive activity for identifying linguistic elements -Teacher generated PowerPoints -Verb Charts based on the perfect tense of irregular verbs -Online interactive resources-quizlet, kahoot, quizzizz, verb games</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart Teacher provided notes / vocabulary list</p>
<p><u>7.1.NH.IPRET.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>-Visual / Auditory</p>	<p>-Students' written and oral responses -Exit ticket</p>	<p>-Students watch a video / listen to a conversation based on the perfect tense then answer questions on it. -Teacher-prepared guidelines to question and answers -Verb chart for both regular and irregular verbs</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Verb Chart</p>

<p><u>7.1.NH.IPRET.5</u></p> <p>WALT identify some unique linguistic elements in the target culture.</p>	<p>-Partner verb game</p> <p>-Picture prompts for identifying and sentence writing</p>	<p>-Do Now</p> <p>-Students' written responses</p> <p>-Completed fill-in-gap sheet</p>	<p>-Do Now: Identify motion verbs</p> <p>-Students use the verb "to be" and verbs of motion to write sentences in the perfect tense.</p> <p>-Complete a fill-in-the-gap activity sheet using the verbs.</p> <p>-Verb games</p> <p>-Verb chart of "to be" and the verbs of motion</p> <p>-Picture prompt for sentence writing / identifying the use of the verbs in the perfect tenses</p>	<p>Checking for understanding periodically</p> <p>Additional Time to submit work</p> <p>Teacher provides pictures</p> <p>Verb Chart</p>
<p><u>7.1.NH.PRSNT.4</u></p> <p>WALT tell or retell stories in writing using age and level-appropriate culturally authentic materials.</p>	<p>-Writing guide</p>	<p>-Oral & written descriptions</p>	<p>-Students describe a past summer in writing.</p> <p>-Students orally present their written description of a past summer.</p> <p>-Teacher-generated writing guidelines</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides pictures</p> <p>Verb Chart</p>
<p>Formative Assessment:</p> <p>How do people in target cultures spend their summer? Formative Assessment: Cultural Exploration Journal Journaling: Ask students to keep a journal or blog where they explore and document how people in the target culture(s) spend their summers. They can include observations, reflections, and comparisons to their own summer activities.</p> <p>How does summer vacation for schools in the US differ from other countries?</p>				

<p>Formative Assessment: Comparative School Calendars Research Project: Have students conduct research on school calendars and summer vacation practices in the US and the target culture(s). They can create visual representations, charts, or short reports highlighting key differences and similarities.</p> <p>How does the way we celebrate holidays in the US differ from how holidays are celebrated in target cultures? Formative Assessment: Holiday Celebration Comparison Visual Presentation: Ask students to create visual presentations comparing holiday celebrations in the US and the target culture(s). They can include images, traditions, and cultural practices.</p> <p>What role do leisure activities play in our daily life? Formative Assessment: Leisure Activity Reflection Class Discussion or Essay: Engage students in a class discussion or have them write an essay reflecting on the role of leisure activities in their daily lives. Encourage them to compare their own experiences with those of people in the target culture(s).</p> <p>How does the formation and use of the recent past tense differ from the present tense? Formative Assessment: Verb Tense Practice Language Exercise: Design language exercises or worksheets that focus on the recent past tense and present tense in the target language. Students can practice forming sentences and distinguishing between the two tenses.</p>	
Summative Assessments	
<p>1. How do people in target cultures spend their summer? Summative Assessment: Cultural Summer Showcase Cultural Exhibition: Students curate a cultural exhibition showcasing how people in the target culture(s) spend their summers. This can include visual displays, multimedia presentations, and written reflections.</p> <p>2. How does summer vacation for schools in the US differ from other countries? Summative Assessment: Comparative School Calendar Report</p>	<p>Reduce the number of questions Extended time to complete test Reduce / remove questions that are distractors</p>

Research Report: Students compile a comprehensive research report comparing school calendars and summer vacation practices in the US and the target culture(s). The report should analyze key differences and similarities, providing insights into educational systems.

3. How does the way we celebrate holidays in the US differ from how holidays are celebrated in target cultures?

Summative Assessment: Cross-Cultural Holiday Documentary

Documentary Project: Students collaborate to create a documentary that explores and compares holiday celebrations in the US and the target culture(s). The documentary should include interviews, footage, and cultural insights.

4. What role do leisure activities play in our daily life?

Summative Assessment: Cultural Leisure Analysis

Analytical Essay and Presentation: Students write an analytical essay and deliver a presentation on the role of leisure activities in their daily lives, drawing comparisons to the target culture(s).

5. How does the formation and use of the recent past tense differ from the present tense?

Summative Assessment: Verb Tense Proficiency Test

Language Proficiency Test: Students take a proficiency test that assesses their ability to correctly use the recent past tense and present tense in the target language.

Interdisciplinary Connections

1. Cultural Summer Exploration Project

Language Arts: Write descriptive essays or short stories in the target language, capturing the essence of summer activities.

Visual Arts: Create visual representations or infographics showcasing the diversity of summer practices in different cultures.

Technology: Develop multimedia presentations incorporating spoken language, visuals, and cultural insights.

Assessment: Evaluate language accuracy, cultural depth, and presentation skills.

2. Global School Calendar Symposium

Social Studies: Research and compare school systems, examining the cultural and historical factors influencing academic calendars.

Mathematics: Analyze data related to school calendars, graduation rates, and vacation periods, presenting findings in charts or graphs.

Language Arts: Write comparative essays or reports discussing the impact of school calendars on education.

Assessment: Evaluate research depth, data analysis, and language proficiency.

3. Cross-Cultural Holiday Festival

Language Arts: Write scripts for a multicultural holiday skit or play in the target language.

Drama or Performing Arts: Act out the skit or play, incorporating cultural gestures, expressions, and customs.

Visual Arts: Design and create decorations or visual displays that represent holiday traditions from different cultures.

Assessment: Evaluate language use, cultural authenticity, and collaborative performance.

4. Leisure Lifestyle Analysis Symposium

Language Arts: Write reflective essays discussing personal and cultural perspectives on leisure activities.

Social Sciences: Explore the sociology of leisure, discussing how cultural values shape recreational choices.

Discussion Forum: Engage in group discussions to share insights, perspectives, and cultural observations.

Assessment: Evaluate language proficiency, critical thinking, and cultural awareness.

5. Verb Tense Olympics

Language Arts: Participate in verb tense quizzes, games, and written exercises.

Physical Education: Create a verb tense relay race where students must correctly use tenses in sentences.

Technology: Develop interactive digital quizzes or games that reinforce verb tense usage.

Assessment: Evaluate language accuracy, speed, and participation.

Unit 2

Unit Title: In Town: Neighborhoods, Traveling, Directions, Monuments

Grade Level: 9-12

Timeframe: 9 weeks

Guiding Questions

- What are the key differences and similarities between neighborhoods in target countries and those in the US?
- How do national monuments serve as reflections of the history and culture of the target cultures?
- In what ways do various modes of transportation impact the environment?
- What are the notable distinctions and commonalities between transportation systems in target cultures and the United States?

Standards

Proficiency Level: Novice High

Modes of Communication/Core Ideas (WWBAT)

Interpretive

Z.L.NH.IP.1

Identify familiar words and phrases in culturally authentic materials related to targeted themes.

Z.L.NH.IP.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.

Z.L.NH.IP.5

Identify some unique linguistic elements in the target culture.

Z.L.NH.IP.4

Recognize some common gestures and cultural practices associated with target culture(s).

Z.L.NH.IP.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

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

Interpersonal

Z.L.NH.IP.ERS.2 *Ask and respond to questions on practiced topics and on information from other subjects.*

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.

WWBAT exchange information through conversations.
WWBAT communicate in the target language.
WWBAT negotiate meanings through conversations.

Presentational

7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words

WWBAT present information on a variety of topics to an audience of listeners
WWBAT present concepts and ideas to an audience of readers on a variety of topics.
WWBAT present concepts and ideas on a variety of topics to an audience of listeners.
WWBAT present information to an audience of readers on a variety of topics.

Intercultural Statements (WWBAT)

WWBAT identify products related to everyday life in the target language.
WWBAT investigate products related to everyday life in the target language.
WWBAT identify products related to everyday life in the learner's own culture.
WWBAT investigate products related to everyday life in the learner's own culture.
WWBAT recognize cultural practices in the target culture.
WWBAT identify cultural practices in the target culture.
WWBAT recognize cultural practices in the learner's own culture.
WWBAT identify cultural practices in the learner's own culture.
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker interprets meaning, of the target culture society

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social-Emotional Learning Competencies

- Self-Awareness
 - Recognize one’s personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
 - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Instructional Plan

Students will begin this unit with a review of vocabulary on locations /places discussed in level 1. Do Nows, exit tickets and teacher observations will be part of lesson activities. Other interactive activities such as quizlet, quizziz, kahoot and games will be used as vocabulary reinforcement and motivational tools. Students will work individually, in pairs and in groups. Various aspects of the target culture will be discussed. Culture will be incorporated in class activities as students engage in word/phrase identification, reading, writing, listening and speaking activities. Dialogues/conversations will be used to enhance student-student speaking interactions. Verbs and other grammatical aspects will be taught in the context of the topics discussed- neighborhoods, traveling, directions and monuments. Vocabulary lists and teacher-generated notes will be provided for students' reference. Several authentic resources will be used together with referenced textbook activities. Assessments will include classwork, homework, teacher observation, student participation, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several days to be implemented.

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France www.Google.fr

Wordle

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France www.Google.fr

Wordle

T'es branché? 2E

¡Qué chévere! 2e

Deutsch So Aktuell 8c

<p>Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com</p>	
<p>Pre-assessment Teacher-generated question and answer sheet based on content materials covered in the previous unit. The questions will include verbs and simple grammatical structures discussed.</p>	
<p>SLO – WALT We are learning to/that</p>	<p>Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u></p> <p>Teacher provides pictures / other visual aids Teacher provided notes / vocabulary reference sheets Checking for understanding periodically Strategic pairing of student for increased engagement</p>
<p>Student Learning Strategies</p>	<p>Activities and Resources</p>
<p>Formative Assessment</p>	<p>Formative Assessment</p>
<p>WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>Formative Assessment</p>
<p>Partner activity</p>	<p>Formative Assessment</p>
<p>Picture prompts for identification</p>	<p>Formative Assessment</p>
<p>7.1.NH.IP.ET.1</p>	<p>Formative Assessment</p>
<p>Do Now</p>	<p>Formative Assessment</p>
<p>Students' written responses: identification of places</p>	<p>Formative Assessment</p>
<p>Do Now</p>	<p>Formative Assessment</p>
<p>Students work in pairs. They list some of the public buildings /locations in their own neighborhoods discussed in level 1.</p>	<p>Formative Assessment</p>
<p>Identify places in target culture neighborhoods.</p>	<p>Formative Assessment</p>
<p>Match up activity (buildings and their purposes) based on common places in target culture neighborhoods.</p>	<p>Formative Assessment</p>

<p><u>7.1.NH.IP.1.7</u></p> <p>WALT comprehend brief written messages from informational and fictional texts that are written.</p>	<p>-Read-write</p> <p>-Discussions</p>	<p>-Do Now</p> <p>-Written answers to questions on articles</p> <p>-Teacher-student communication</p>	<p>-Fill-in-the-gap worksheet</p> <p>-Teacher generated fill-in-the-gap worksheets</p> <p>-Teacher-generated PowerPoint</p> <p>-Teacher-generated vocabulary list</p> <p>-Do Now: Students discuss key phrases based on neighborhoods.</p> <p>-Reading activity: Students read short texts /articles based on neighborhoods. They demonstrate understanding of the texts /articles by answering questions.</p> <p>-Teacher-generated PowerPoint</p> <p>-Teacher-prepared articles/ online or textbook articles associated with the topic.</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guided reading of materials</p>
<p><u>7.1.NH.IP.2.2</u></p> <p>WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials associated with targeted themes.</p>	<p>-Auditory</p> <p>-Picture prompts</p> <p>-Oral descriptions</p>	<p>Students' written and oral responses</p>	<p>-Using pictures as prompts, students orally describe neighborhoods in target cultures.</p> <p>-Students do a listening activity. They watch a video/listen to a conversation based on neighborhoods and answer questions on it.</p> <p>-Videos / Teacher-prepared conversations/ online or textbook conversations associated with locations.</p>	<p>Checking for understanding periodically</p> <p>Additional time to listen to conversations at a slower pace</p> <p>Additional time to submit work</p>

<p><u>7.1.NH.IPERS.2</u> WALT ask and respond to questions on practiced topics.</p>	<p>-Partner activity -Gestures</p>	<p>- Conversations -Teacher Observation</p>	<p>-Students ask and respond to questions about their own neighborhoods. -Teacher-made guidelines for conversation / textbook questions</p>	<p>Modify the length of the required conversation Additional time to submit work Teacher-provided notes / vocabulary sheets /word bank Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.5</u> WALT identify unique linguistic elements in the target culture</p>	<p>-Individual/ group interactive activity -Text analysis</p>	<p>-Text / sentence analysis -Students' written responses locating places on a Map of a town</p>	<p>-The map of a town: students locate places/buildings on the map using prepositions. Students will analyze texts /sentences using prepositions of place. -Teacher generated PowerPoints based on prepositions -Teacher-generated guidelines for locating places /buildings on a map -Electronic / paper worksheet</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways. Additional time to submit work Strategic grouping of student for increased engagement</p>
<p><u>7.1.NH.IPRET.5</u> WALT identify unique linguistic elements in the target culture.</p>	<p>-Interactive verb activity -Picture prompt -Sentence formation</p>	<p>-Identification of unique linguistic elements -Student's written sentences</p>	<p>-Students work individually or in groups. They identify unique linguistic elements in texts / sentences using the verbs "to want, to have to and to be able to". -Use electronic / paper cutouts to form sentences.</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work</p>

			<p>-Interactive verb activity</p> <ul style="list-style-type: none"> -Teacher-generated PowerPoint -Verb charts based on the present indicative tense the verbs “to want, to have to and to be able to” -Online interactive resources-quizlet, kahoot, quizziz for identifying linguistic elements 	<p>Teacher provides pictures / other visual aids</p> <p>Verb charts</p> <p>Teacher-provided notes / vocabulary sheets</p>
<p><u>7.1.NH.PRSNT.2</u></p> <p>WALT present messages orally using familiar vocabulary.</p>	<p>-Group research/discovery learning</p> <p>-Venn diagram</p>	<p>-Written and oral presentations</p> <p>-Exit Tickets</p>	<ul style="list-style-type: none"> -Students’ work in groups. They compare neighborhoods in the target cultures and neighborhoods in the US. -Teacher-generated PowerPoint -Teacher-generated Venn diagram/graphic organizer. -Exit tickets on key points for comparing neighborhoods 	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Task broken into smaller sections</p> <p>Strategic grouping of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.5</u></p> <p>WALT write in the target language using simple sentences and transition words.</p>	<p>-Picture prompts</p> <p>-Direction signs / symbols</p>	<p>Students’ written sentence responses</p>	<ul style="list-style-type: none"> -Using picture prompts, students write sentences related to expressions for direction. -Teacher-generated PowerPoint -Teacher generated vocabulary list 	<p>Checking for understanding periodically</p> <p>Assignments broken into smaller sections</p> <p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p>

<p><u>7.1.NH.IP.1.4</u> WALT recognize common gestures associated with the target culture.</p>	<p>-Partner Activity -Visual prompts - A map & direction signs</p>	<p>-Do Now -Students' oral and written work</p>	<p>-Do Now: Discuss direction signs. -Students give directions to various locations in a town using the map of a town and phrases on directions. -Teacher-prepared guidelines for partner activity -Teacher generated vocabulary list & direction symbols -Map of a town</p>	<p>Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary sheets / reference sheets Re-wording / re-stating of directions Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IP.2.4</u> WALT give and follow oral directions and commands in classroom and cultural activities.</p>	<p>-Partner / small group activity</p>	<p>-Teacher Observation -Student participation -Oral responses in conversations</p>	<p>-Students create conversations to ask and give directions. Students will also respond to the directions given. -Teacher-prepared guidelines for conversation</p>	<p>-Checking for understanding periodically -Modify the length of the required conversation Teacher-provided notes / vocabulary sheets /word bank Strategic grouping / pairing of student for increased engagement Additional Time to submit work</p>
<p><u>7.1.NH.IP.3.4</u> WALT give and follow written directions and commands in classroom and cultural activities.</p>	<p>-Read-write -Writing prompts</p>	<p>Do Now Students' written commands</p>	<p>-Do Now: Students follow basic classroom commands. -Students use writing prompts to produce written commands in the imperative mood. Students will exchange their written commands and respond to them. -Teacher generated PowerPoint based on the use of the imperative mood</p>	<p>Teacher provides writing prompts Teacher provides multiple ways for students to produce their work.</p>

<p><u>7.1.NH.IPRET.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Picture prompts for identification -Match up activity</p>	<p>-Students' written responses -Word identification</p>	<p>-Verb Charts -Electronic / paper worksheet for writing -Students identify vocabulary words associated with monuments. -Match up activity based on monuments in target countries -Students complete a fill-in-the-gap worksheet -Teacher generated fill-in-the-gap worksheets -Teacher-generated PowerPoints -Teacher-prepared vocabulary list</p>	<p>Teacher provides pictures / other visual aids Teacher provided notes / vocabulary sheets / reference sheets Checking for understanding periodically</p>
<p><u>7.1.NH.IPRET.2</u> WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>	<p>-Read-write -Discussions</p>	<p>-Written responses -Students' discussions</p>	<p>-Students discuss key phrases based on monuments /popular tourist sites in target countries. -Reading activity: Students read and demonstrate understanding of short texts / articles through questions and answers. -Teacher-generated PowerPoints -Teacher-prepared articles /online or textbook articles associated with the topic</p>	<p>Checking for understanding periodically Teacher provides guided reading of materials Teacher-provided notes / vocabulary sheets Additional Time to submit work</p>

<p><u>7.1.NH.PRSNT.2</u> WALT present messages orally using familiar vocabulary.</p>	<p>Group research/discovery learning</p>	<p>-Group written and oral presentations -Exit Tickets</p>	<p>-Students research on other national monuments in target countries and present information on them. -Teacher generated guidelines for the group task -Exit tickets on key points for talking about monuments</p>	<p>Checking for understanding periodically Additional Time to submit work Task broken into smaller sections Strategic grouping of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Picture prompt for sentence writing -Interactive verb games</p>	<p>Student's written sentences</p>	<p>-Students write sentences in the present tense using the verbs "to put, to take and to see". -Teacher-generated PowerPoint based on the verbs "to put, to take and to see" -Verb games -Verb Charts -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizzes</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart</p>
<p><u>7.1.NH.IPRET.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Picture prompts -Word Association</p>	<p>Students' Oral & Written Responses</p>	<p>-Students identify means of transport orally and in writing -Use picture prompts for identification- traveling by sea/water, land and air.</p>	<p>Teacher provides pictures Teacher provided vocabulary sheets / word bank Break tasks into smaller sections</p>

<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Picture prompt for sentence writing -Interactive verb game</p>	<p>-Student's written sentences</p>	<p>-Play word association game using the means of transport. -Teacher-generated vocabulary list on means of transport. -Students write sentences using the verb "to drive". -Teacher generated PowerPoint based on the verb "to drive" -Play interactive verb games -Verb Chart -Electronic / paper worksheet for sentence writing -Online interactive resources- quizlet, kahoot, quizzes</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart</p>
<p><u>7.1.NH.IPRET.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>-Auditory: listening -Information gap</p>	<p>-Do Now -Students' written and oral responses</p>	<p>-Do Now: Complete a short information gap activity. -Students do a listening task on means of transport. -Teacher-prepared /textbook question and answer sheet on means on transport -A conversation / a video on means of transport for the listening activity</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Re-wording / re-stating of directions</p>

<p><u>7.1.NH.IP.2</u> WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>	<p>-Read-write -Highlighting words</p>	<p>-Students' written responses -Exit ticket</p>	<p>-Students read a short article then, they highlight or underline unfamiliar words and phrases. -Students read the article and discuss the main idea. -An article on transportation in target regions</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guided reading of materials Re-wording / re-stating of directions</p>
<p><u>7.1.NH.PRSNT.2</u> WALT present messages orally using familiar vocabulary.</p>	<p>-Partner activity -Use of a graphic Organizer</p>	<p>-Student participation -Presentations -Comparison of means of transport.</p>	<p>-Teacher generated vocabulary list -Students compare means of transport in target countries and the US. Students then orally present their comparison. -Teacher-generated guidelines for partner activity -Teacher-generated graphic organizer</p>	<p>Teacher provides guidelines Teacher provided notes / vocabulary sheets / reference sheets / word bank Additional time to submit work Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.2</u> WALT present messages in writing using familiar vocabulary.</p>	<p>-Group activity -Discussions</p>	<p>Group Task: Poster/ Powerpoints</p>	<p>-Students discuss advantages and inconveniences of means of transport as well as the effects of transportation on climate. -Group task - Students create PowerPoints / posters to express their ideas. -Teacher-generated graphic organizer / guidelines</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guidelines for group task Task broken into smaller sections Strategic grouping of student for increased engagement</p>

Common Formative Assessment:

1. What are the key differences and similarities between neighborhoods in target countries and those in the US?

Formative Assessment: Comparative Neighborhood Analysis

Geography: Students can research and compare the geographical features, layouts, and demographics of neighborhoods in the target culture(s) and the US. They can present their findings through visual displays or interactive maps.

Visual Arts: Students may create dioramas or visual representations of a typical neighborhood in the target culture and in the US, highlighting architectural styles, community spaces, and daily life.

2. How do national monuments serve as reflections of the history and culture of the target cultures?

Formative Assessment: Monumental Reflections Presentation

History and Social Studies: Students can choose a national monument from the target culture(s) and research its historical significance. They can create presentations discussing the monument's cultural, historical, and symbolic importance.

Language Arts: Write reflective essays on how the chosen monument reflects the history and culture of the target country. Focus on descriptive language and the ability to convey cultural context.

Technology: Use digital tools to create virtual tours or multimedia presentations that provide a deeper understanding of the selected national monument.

Assessment: Evaluate research skills, language proficiency, and the ability to convey cultural significance.

3. In what ways do various modes of transportation impact the environment?

Formative Assessment: Transportation and Environment Discussion

Environmental Science: Explore the environmental impact of various modes of transportation. Students can participate in class discussions on topics such as emissions, energy consumption, and sustainable transportation solutions.

Reduce the number of questions

Extended time to complete quiz

Reduce / remove questions that are distractors

<p>Technology: Research and create visual presentations or infographics illustrating the environmental footprint of different modes of transportation.</p> <p>Collaborative Project: Assign small groups to investigate case studies or real-world examples of how transportation choices have affected the environment in both the target culture(s) and the US.</p> <p>Assessment: Evaluate research depth, critical thinking, and ability to convey environmental concepts.</p> <p>4. What are the notable distinctions and commonalities between transportation systems in target cultures and the United States?</p> <p>Formative Assessment: Transportation Systems Comparison Chart</p> <p>Mathematics and Statistics: Collect data on key aspects of transportation systems, such as efficiency, accessibility, and public satisfaction. Create comparative charts or graphs to highlight distinctions and commonalities.</p> <p>Language Arts: Write essays or reports discussing the cultural and practical influences on transportation systems in both the target culture(s) and the US.</p> <p>Class Debate: Organize a class debate where students discuss the advantages and disadvantages of transportation systems, considering cultural and environmental factors.</p>	
Summative Assessments	
<p>1. What are the key differences and similarities between neighborhoods in target countries and those in the US?</p> <p>Summative Assessment: Cultural Neighborhood Showcase</p> <p>Cultural Exhibition: Students curate a comprehensive cultural exhibition showcasing the key differences and similarities between neighborhoods in the target culture(s) and the US. This can include visual displays, multimedia presentations, and written reflections.</p>	<p>Reduce the number of questions</p> <p>Extended time to complete test</p> <p>Reduce / remove questions that are distractors</p>

Analytical Essay: Students write an analytical essay synthesizing their research findings, highlighting the cultural and social influences on neighborhood structures. Emphasis should be placed on critical analysis and cultural insights.

Peer Review and Presentation: Students present their exhibition to the class, engaging in peer discussions and receiving feedback on their presentation skills and cultural awareness.

Assessment: Evaluate depth of analysis, cultural insights, presentation skills, and peer interaction.

2. How do national monuments serve as reflections of the history and culture of the target cultures?

Summative Assessment: National Monuments Symposium

Research Symposium: Organize a research symposium where each student presents an in-depth analysis of a national monument from the target culture(s), emphasizing its historical, cultural, and symbolic significance.

Multimedia Presentation: Students create multimedia presentations incorporating visuals, narratives, and historical context to effectively convey the cultural and historical significance of their chosen national monument.

Q&A Panel: After the presentations, organize a Q&A panel where students answer questions from peers and faculty, showcasing their understanding of the cultural context.

Assessment: Evaluate research depth, presentation skills, multimedia proficiency, and ability to convey cultural significance.

3. In what ways do various modes of transportation impact the environment?

Summative Assessment: Environmental Impact Report

Comprehensive Report: Students compile a comprehensive report analyzing the environmental impact of various modes of transportation. This can include case studies, data analysis, and proposed solutions for sustainable transportation.

	<p>Public Awareness Campaign: Students create a public awareness campaign, using various media channels to inform the community about the environmental impact of transportation choices and promoting sustainable alternatives.</p> <p>Panel Presentation: Conclude with a panel presentation where students present their findings and proposals to a panel of experts or the class, encouraging discussion and collaboration.</p> <p>Assessment: Evaluate research skills, data analysis, communication of environmental concepts, and collaborative efforts.</p> <p>4. What are the notable distinctions and commonalities between transportation systems in target cultures and the United States?</p> <p>Summative Assessment: Transportation Systems Comparative Analysis</p> <p>Comprehensive Comparative Analysis: Students produce a comprehensive comparative analysis of transportation systems in the target culture(s) and the US. This can take the form of a research paper, presentation, or digital report.</p> <p>Debate or Symposium: Organize a class debate or symposium where students discuss the strengths, weaknesses, and cultural influences on transportation systems, drawing from their research.</p> <p>Audience Engagement: Encourage audience engagement by inviting external experts, community members, or peers to ask questions and provide feedback during the debate or symposium.</p> <p>Assessment: Evaluate depth of analysis, research skills, critical thinking, and ability to engage in scholarly discussions.</p>
Interdisciplinary Connections	
	<p>1. "Cultural Neighborhood Exchange"</p> <p>Objective: Students will explore and compare neighborhoods in target countries and the US, analyzing key differences and similarities.</p> <p>Lesson Components:</p>

- Geography (Social Sciences): Introduction to Urban Geography: Brief overview of urban development, neighborhood structures, and community dynamics.
- Interactive Map Activity: Use digital maps to explore neighborhoods in the target countries and the US.
- Cultural Studies: Neighborhood Exploration (Field Trip or Virtual Tour): Depending on resources, students explore a local neighborhood or virtually tour neighborhoods in the target culture(s).
- Observation Journal: Students document architectural styles, community spaces, and cultural elements.

Language Arts: Comparative Analysis Essay: Students write essays comparing and contrasting neighborhoods, focusing on cultural influences on urban development.

- Visual Presentation: Create visual presentations or infographics to showcase their findings.
- Discussion and Reflection (Interdisciplinary):
- Group Discussion Forum: Facilitate a class discussion where students share their observations and reflections.
- Culminating Activity: Create a collaborative class blog or newsletter featuring students' reflections, photos, and insights.

Assessment: Evaluate essays based on depth of analysis, cultural awareness, and language proficiency.

Assess visual presentations for creativity, accuracy, and clarity of communication.

2. "Monumental Histories: Cultural Narratives in Stone"

Objective: Students will analyze how national monuments reflect the history and culture of target countries.

History and Social Sciences:

- Introduction to Monumental History: Explore the history and significance of national monuments in the target culture(s) and the US.
- Historical Context Research: Students conduct research on the historical context of a selected national monument.

Language Arts

- Creative Writing Exercise: Write narratives or historical fiction pieces imagining the stories behind the monuments.

- Monumental Reflection Essays: Students analyze the cultural and historical significance of the monuments.
- Monumental Artistic Representations: Create visual representations (drawings, paintings, or digital art) depicting the selected monuments.
- Gallery Walk: Organize a class gallery walk where students explain their artistic choices.

Discussion and Reflection (Interdisciplinary):

- Roundtable Discussion: Facilitate a discussion where students share their historical narratives and reflect on the cultural importance of the monuments.

Assessment: Evaluate essays based on historical analysis, cultural insight, and language proficiency.

Mathematics

- Data Analysis: Collect and analyze data on emissions, energy efficiency, and other environmental factors related to transportation.
- Graphical Representation: Create graphs or charts to visually represent the data.
- Technology: Digital Storytelling: Students create digital stories or presentations on the environmental impact of transportation modes.
- Infographics: Develop infographics to communicate key environmental data.

Unit 3

Unit Title: Daily Life: Routine activities, House chores, Food and Health

Grade Level: 9-12

Timeframe: 9 weeks

Guiding Questions

- How do the daily routines of individuals in other cultures contrast with those in our culture?
- What distinctions exist between the eating habits of target cultures and our own eating habits?
- In what ways does culture shape and influence food choices?
- What are the notable differences and commonalities between target countries and the United States in terms of promoting healthy lifestyles?

Standards

Proficiency Level: Novice High

Modes of Communication/Core Ideas (WWBAT)

Interpretive

Z.L.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

Z.L.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.

Z.L.NH.IPRET.3 Identify some unique linguistic elements in the target culture.

Z.L.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.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

Interpersonal

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.

7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

WWBAT exchange information through conversations.

WWBAT communicate in the target language.

WWBAT negotiate meanings through conversations.

Presentational

7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words

WWBAT present information on a variety of topics to an audience of listeners

WWBAT present concepts and ideas to an audience of readers on a variety of topics.

WWBAT present concepts and ideas on a variety of topics to an audience of listeners.

WWBAT present information to an audience of readers on a variety of topics.

Intercultural Statements (WWBAT)

WWBAT identify products related to everyday life in the target language.

WWBAT investigate products related to everyday life in the target language.

WWBAT identify products related to everyday life in the learner's own culture.

WWBAT investigate products related to everyday life in the learner's own culture.

WWBAT recognize cultural practices in the target culture.

WWBAT identify cultural practices in the target culture.

WWBAT recognize cultural practices in the learner's own culture.

WWBAT identify cultural practices in the learner's own culture.

WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social-Emotional Learning Competencies

- Self-Awareness
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Instructional Plan

Students will begin this unit with a review of vocabulary on leisure activities discussed in level 1. Do Nows, exit tickets and teacher observations will be part of lesson activities. Other interactive activities such as quizlet, quizzz, kahoot and games will be used as vocabulary reinforcement and motivational tools. Students will work individually, in pairs and in groups. Various aspects of the target culture will be discussed. Culture will be incorporated in class activities as students engage in word/phrase identification, reading, writing, listening and speaking activities. Dialogues/conversations will be used to enhance student-student speaking interactions. Verbs and other grammatical aspects will be taught in the context of the topics discussed- routine activities, house chores, food and health. Vocabulary lists and teacher-generated notes will be provided for students' reference. Several authentic resources will be used together with referenced textbook activities. Assessments will include classwork, homework, teacher observation, student participation, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several days to be implemented.

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France [www.Google.fr](http://www.google.fr)

Wordle

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Wordle

T'es branché? 2E

¡Qué chévere! 2e

<p>Deutsch So Aktuell 8e</p> <p>Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com</p>	
<p>Pre-assessment Teacher-generated question and answer sheet based on content materials covered in the previous unit. The questions will include verbs and grammatical structures discussed.</p>	
<p>SLO – WALT We are learning to/that</p>	<p>Student Learning Strategies</p> <p>-Partner activity -Picture prompts for identification</p>
<p><u>Z.I.NH.IPRETI</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>Formative Assessment</p> <p>-Do Now: partner activity -Students' oral and written responses</p>
<p>Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications</p>	<p>Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary reference sheets Checking for understanding periodically Strategic pairing of student for increased engagement</p>
	<p>Activities and Resources</p> <p>-Do Now: Students work in pairs. They discuss and use simple phrases/sentences to express leisure activities they like to do. Students orally share their sentences with their classmates. -Identify various daily routine activities.</p>

				<p>-Students use picture prompts to write sentences about daily routine activities.</p> <p>-Teacher generated PowerPoints</p> <p>-Teacher generated vocabulary list</p>	
<p><u>7.1.NH.PRSNT.5</u></p> <p>WALT write in the target language using simple sentences and transition words.</p>	<p>-Picture prompts / visual aids</p> <p>-Sentence writing</p>	<p>-Picture identification</p> <p>-Students' oral and written sentences</p>	<p>-Students use picture prompts to identify tools and appliances used in various daily routine activities. They identify the tools both orally and in writing.</p> <p>-Students write sentences to state the use(s) of the tools / appliances.</p> <p>-Teacher generated PowerPoints</p> <p>-Teacher generated vocabulary list</p>	<p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary reference sheets</p> <p>Checking for understanding periodically</p>	
<p><u>7.1.NH.IPERS.2</u></p> <p>WALT ask and respond to questions on practiced topics.</p>	<p>-Partner activity</p> <p>-Gestures</p>	<p>-Students' conversations</p> <p>-Teacher Observation</p>	<p>-Students use interrogative words and phrases to ask and respond to questions about their routine activities.</p> <p>-Teacher-made guidelines for conversation / textbook questions</p>	<p>Modify the length of the required conversation</p> <p>Additional time to submit work</p> <p>Teacher-provided notes / vocabulary sheets /word bank</p> <p>Strategic pairing of student for increased engagement</p>	
<p><u>7.1.NH.IPRET.2</u></p> <p>WALT understand the main idea in culturally authentic materials,</p>	<p>-Read-write</p> <p>-Discussions</p>	<p>-Written responses to questions on articles.</p> <p>-Teacher-student communication</p>	<p>-Students list/ discuss new phrases in article(s) or other reading materials on daily routine activities</p> <p>-Reading activity: Students read and demonstrate understanding of</p>	<p>Checking for understanding periodically</p> <p>Teacher-provides guided reading of texts/articles</p>	

<p>related to targeted themes.</p>			<p>short texts / articles based on reflexive verbs. They answer questions based on the article/ text.</p> <ul style="list-style-type: none"> -Teacher generated PowerPoints -Teacher-prepared articles/ online or textbook articles associated with routine activities 	<p>Teacher provided notes / vocabulary sheets</p> <p>Additional time to submit work</p>
<p><u>7.1.NH.PRSNT.4</u> Tell or retell stories in writing using from age- and level-appropriate, culturally authentic materials.</p>	<ul style="list-style-type: none"> -Think-pair-share -Picture Prompts 	<ul style="list-style-type: none"> -Students' written stories -Oral presentations -Student participation 	<ul style="list-style-type: none"> -In Pairs, students use pictures as prompts to create a story based on routine activities. -Students will then present their stories to the rest of the class. -Teacher selects online / textbook picture 	<p>Modify the length of the story</p> <p>Additional time to submit work</p> <p>Teacher provided notes / vocabulary sheets /word bank</p> <p>Strategic grouping / pairing of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<ul style="list-style-type: none"> -Brainstorming -Word association -Verb cutout -Online interactive game 	<ul style="list-style-type: none"> -Word association task -Written sentences -Verb text analysis 	<ul style="list-style-type: none"> -Brainstorm the uses of simple reflexive verbs in the present tense. -Complete a word association activity with the verbs. -Using paper reflexive verb cutouts, students form sentences in the present tense. -Post the sentences onto a construction paper or type them out on an electronic worksheet. -Complete online interactive game using the verbs -Teacher generated PowerPoints 	<p>Teacher notes</p> <p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional time to submit work</p> <p>Verb chart</p>

<p><u>7.1.NH.IP.ET.1</u> WALT comprehend brief written messages from informational and fictional texts that are written.</p>	<p>-Discussions -Cloze reading</p>	<p>-Do Now -Written information -Teacher-student communication</p>	<p>based on reflexive verbs. -Teacher note/ Textbook notes on reflexive verbs -Online interactive resources-quizlet, kahoot, quizzes -Do Now: Students discuss the conjugation and uses of reflexive verbs. -Reading activity: Students read and complete a paragraph using reflexive verb forms. -Teacher generated PowerPoints -Teacher-prepared paragraph or article/ online or textbook article associated with the use of reflexive verbs.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guided reading of materials</p>
<p><u>7.1.NH.IP.ET.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Discussions -Pictures / visuals -Fill-in-the-gap activity</p>	<p>-Completed Fill-in-the-gap activity -Written sentences</p>	<p>-Identify and discuss words and phrases associated with house chores. -Complete a fill-in-the-gap activity using vocabulary on house chores. -Use picture prompts to write sentences about house chores and tools used in doing the chores. -Teacher generated PowerPoints -Teacher generated vocabulary list</p>	<p>Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary reference sheets Checking for understanding periodically</p>

<p><u>7.1.NH.IPRET.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials associated with targeted themes.</p>	<p>-Auditory -Picture prompts</p>	<p>-Written and oral responses -Exit tickets</p>	<p>-Students watch a video / listen to a conversation on house chores. They show understanding of the conversation through questions and answers -Orally, discuss the responses in the listening task.. -Complete exit tickets using the key vocabulary words and phrases used in the listening task. -Teacher-prepared conversations/ videos/online or textbook conversations</p>	<p>Checking for understanding periodically Additional time to watch videos / listen to conversations at slower pace Additional Time to submit work</p>
<p><u>7.1.NH.IPEERS.2</u> WALT ask and respond to questions on practiced topics.</p>	<p>-Partner activity -Gestures -Information gap activity</p>	<p>-Do Now -Students' conversations -Teacher Observation</p>	<p>-Do Now: Complete information gap activity based on house chores. -Students ask and respond to questions about their own house chores. -Teacher-made guidelines for conversation / textbook questions</p>	<p>-Modify the length of the required conversation -Additional time to submit work Teacher-provided notes / vocabulary sheets /word bank Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.2</u> WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>	<p>-Read-write -Discussions</p>	<p>-Do Now -Written responses to articles. -Teacher-student communication</p>	<p>-Do Now: Students discuss key phrases in a text / an article pertaining to house chores. -Reading activity: Students readshort texts / articles on house chores. They demonstrate understanding of the texts / articles through written answers to questions on articles.</p>	<p>Checking for understanding periodically Teacher provides guided reading of materials Teacher-provided notes / vocabulary sheets Additional time to submit work</p>

<p><u>7.1.NH.PRSNT.2</u> WALT present messages orally using familiar vocabulary.</p>	<p>-Group research/discovery learning -Graphic organizer/chart</p>	<p>-Written and oral presentations -Students' participation</p>	<p>-Teacher-generated PowerPoint -Teacher-prepared articles/ online or textbook articles associated with house chores - Group task: Students research attitudes towards housekeeping and gender roles in the target countries versus the United States. Students present the results of their research and determine the changes over the years. -Teacher-generated chart with information / questions to guide students in their research. -Teacher-generated graphic organizer or chart</p>	<p>Checking for understanding periodically Additional time to submit work Task broken into smaller sections Strategic grouping of student for increased engagement</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Partner /Group activity -Discussions -Pie chart /Food Pyramid -Stations</p>	<p>-Students' written work -Completed fill-in-the-blanks activity -Exit ticket</p>	<p>-Students discuss and write information on the food groups and state the nutritional values of various food items. -Complete stations activity: Each station focuses on one of the food groups. -Computer enhanced fill-in-blanks activity -Exit ticket - Pie chart/Food Pyramid</p>	<p>Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary reference sheets Checking for understanding periodically Strategic pairing of student for increased engagement</p>

			<p>-Teacher-generated PowerPoint</p> <p>-Teacher-prepared vocabulary list</p> <p>-Students discuss American meals and meals from target regions. They present information orally and in writing; information about breakfast, lunch and dinner meals.</p> <p>-Create and solve word puzzles using the names of the food items discussed.</p> <p>-Teacher-generated PowerPoint & vocabulary list</p>	<p>Teacher provides pictures prompts & writing guidelines</p> <p>Teacher-provided notes / vocabulary reference sheets</p> <p>Checking for understanding periodically</p>
<p><u>7.1.NH.PRSNT.2</u></p> <p>WALT present messages orally using familiar vocabulary.</p>	<p>-Picture prompts</p> <p>-Word Puzzles (Wordle)</p>	<p>-Students' written work & oral work</p> <p>-Word puzzles</p>		
<p><u>7.1.NH.IPRET.2</u></p> <p>WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>	<p>-Read-write</p> <p>-Discussions</p>	<p>-Do Now</p> <p>-Written responses to articles.</p> <p>Teacher-student communication</p>	<p>-Do Now: Students discuss key phrases based on food items from target regions.</p> <p>-Reading activity: Students read and demonstrate understanding of short texts / articles on traditional foods, through questions and answers.</p> <p>-Teacher generated PowerPoints</p> <p>-Teacher-prepared articles/ online or textbook articles pertinent to traditional cuisine from target regions.</p>	<p>Checking for understanding periodically</p> <p>Teacher provides guided reading of materials</p> <p>Teacher-provided notes / vocabulary sheets</p> <p>Additional Time to submit work</p>

<p><u>7.1.NH.IPRET.2</u></p> <p>WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>Auditory: listening</p>	<p>-Students' written and oral responses</p> <p>-Exit ticket</p>	<p>-Students listen to a conversation about food and eating habits, then provide answers to questions.</p> <p>-Exit ticket</p> <p>-Teacher-prepared /online / textbook question and answer sheet on food items.</p> <p>-A conversation / a video on traditional cuisine from target regions.</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional time to submit work</p> <p>Re-wording / re-stating of directions</p>
<p><u>7.1.NH.IPERS.1</u></p> <p>WALT exchange information by recombining memorized words and sentences on topics related to self and targeted themes.</p>	<p>-Partner activity</p> <p>-Gestures</p>	<p>-Students' conversations</p> <p>-Teacher Observation</p>	<p>-Students exchange information about their restaurant experiences.</p> <p>-Teacher-made guidelines for conversation / textbook questions</p>	<p>-Modify the length of the required conversation</p> <p>Additional time to submit work</p> <p>Teacher-provided notes / vocabulary sheets /word bank</p> <p>Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.1</u></p> <p>WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Read-write</p> <p>-picture prompts</p> <p>-Discussions</p> <p>-Menu samples</p>	<p>-Do Now</p> <p>-Students' written work & oral work</p>	<p>-Do Now: Identify and discuss common words and phrases used on Menus from target cultures.</p> <p>-Students discuss and write down the food items on a typical restaurant menu from a target country(s). They determine whether the food / meals are healthy or unhealthy.</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways.</p> <p>Teacher-provided notes / vocabulary reference sheets</p>

<p><u>7.1.NH.PRSNT.2</u> WALT create messages in writing using familiar vocabulary.</p>	<p>-Individual activity -Menu creation</p>	<p>Students' Menus: poster / Powerpoint/ other electronic format</p>	<p>-Online picture of menu / textbook example of menu -Students create a menu for a restaurant in a target country. Students create their menu electronically or use posters to express their ideas. -Teacher generated guidelines</p>	<p>Checking for understanding periodically Additional time to submit work Provides options for students to produce their work.</p>
<p><u>7.1.NH.IPRET.5</u> WALT identify unique linguistic elements in the target culture.</p>	<p>-Picture prompt for writing work -Electronic games</p>	<p>-Do Now -Identification of unique linguistic elements -Written sentences</p>	<p>-Do Now: Identify unique linguistic elements in texts. -Electronic interactive games -Students work individually or in groups. They analyze texts and form sentences using the present tense forms of the verbs "to eat and to drink". -Teacher generated PowerPoints -Verb Charts -Electronic / paper cutouts -Online interactive resources-quizlet, kahoot, quizziz, wordle</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher-provides pictures / other visual aids Verb chart Teacher provides notes / vocabulary sheets</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics</p>	<p>-Picture prompt -Interactive games</p>	<p>-Student's written sentences -Games</p>	<p>-Students use the words "some" and "all" to form sentences. -Teacher generated PowerPoints based on the use of "some" and "all".</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways</p>

and themes related to everyday life.				<ul style="list-style-type: none"> -Play interactive games -Teacher-created PowerPoint -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizzes 	Teacher-provided notes / vocabulary sheets
<u>7.1.NH.IP.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.	<ul style="list-style-type: none"> -Picture prompts -Total Physical Response (TPR) -Gestures 	<ul style="list-style-type: none"> -Students' Written Responses -Match activity -Teacher observations 	<ul style="list-style-type: none"> -Students identify parts of the body -Picture prompts / match up activity based on parts of the body -Students play the equivalent of "Simon says" in the target language. -Other games that use the vocabulary discussed / electronic games -Teacher-generated/ textbook vocabulary list on parts of the body 	<ul style="list-style-type: none"> Teacher provides pictures Teacher-provided vocabulary sheets / word bank Break tasks into smaller sections 	
<u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.	<ul style="list-style-type: none"> -Picture prompts -Total Physical Response (TPR) -Games 	<ul style="list-style-type: none"> -Student's oral & written expressions -Teacher Observations -Match up activity 	<ul style="list-style-type: none"> -Students express common illnesses and suggest remedies. -Picture prompts indicating pain in parts of the body & common illnesses -Match up activity: Common Illness and solutions/remedies 	<ul style="list-style-type: none"> Checking for understanding periodically Delivery of instruction in multiple ways Teacher provides notes / vocabulary reference sheets Picture prompts 	

<p><u>7.1.NH.IPERS.5</u> WALT imitate gestures and intonation of the target language during daily interactions.</p>	<p>-Group / Partner activity -Gestures</p>	<p>-Skits -Teacher observations</p>	<p>-Games: Gestures for oral responses -Other games that uses the vocabulary discussed / electronic games -Teacher-generated vocabulary list -Students work in groups or in pairs. -Students create skits pertinent to a visit to the doctor's office. -Teacher-generated guidelines for the skits -Teacher-generated vocabulary list</p>	<p>Checking for understanding periodically Modify the length of required skit Additional time to submit work Teacher provides notes / vocabulary sheets Strategic grouping / pairing of student for increased engagement</p>
<p>Common Formative Assessment:</p> <p>1. "A Day in the Life" Cultural Journal Objective: Explore and contrast the daily routines of individuals in other cultures with those in the students' own culture. Activity: Students maintain a cultural journal documenting the daily routines of individuals from the target culture(s). This can include waking up, meals, work/school routines, and leisure activities. Reflection Essay: Students write a reflection essay comparing the daily routines documented in their cultural journal with their own routines. Emphasis should be on identifying contrasts, similarities, and cultural influences. Class Discussion: Facilitate a class discussion where students share their observations, discuss cultural influences on daily life, and consider how routines shape cultural identity.</p>				

	<p>Assessment: Evaluate the cultural journals for depth of observation, the clarity of reflection essays, and participation in the class discussion.</p> <p>2. "Culinary Culture Clash" Comparative Analysis Objective: Analyze distinctions between the eating habits of target cultures and the students' own eating habits.</p> <p>Food Diary Assignment: Students keep a food diary for a week, detailing their meals and snacks. Simultaneously, they research and document the eating habits of individuals in the target culture(s).</p> <p>Comparative Analysis Essay: Students write an essay comparing and contrasting their own eating habits with those of the target culture(s). They should consider meal structures, ingredients, and cultural significance.</p> <p>Creative Presentation: Students create a visually engaging presentation (poster, slides, or video) highlighting the key distinctions in eating habits.</p> <p>Assessment: Evaluate the thoroughness of food diaries, depth of analysis in the essays, and the creativity and clarity of the visual presentation.</p> <p>3. "Culture on the Plate" Culinary Exploration Objective: Investigate how culture shapes and influences food choices.</p> <p>Cultural Food Exploration Project: Students select a traditional dish from the target culture(s), research its history, ingredients, and cultural significance. They may also interview individuals from the target culture(s).</p> <p>Culinary Demonstration or Tasting Event: Students present their chosen dishes to the class, providing insights into the cultural context, ingredients, and preparation methods.</p> <p>Reflection Essay: Students write a reflection essay discussing how culture shapes and influences their own food choices and preferences.</p> <p>Assessment: Evaluate the depth of research, cultural sensitivity, and effectiveness of the culinary presentation and reflection essay.</p> <p>4. "Healthy Lifestyles Around the Globe" Research Symposium</p>
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<p>Objective: Examine the differences and commonalities between target countries and the United States in promoting healthy lifestyles.</p> <p>Research Symposium: Assign each student or small groups a target country and have them research and present on the country's approach to promoting healthy lifestyles. This may include government initiatives, cultural practices, and healthcare systems.</p> <p>Comparative Analysis Report: Students compile a report comparing the various approaches to promoting healthy lifestyles in target countries and the United States.</p> <p>Group Discussion: Facilitate a group discussion where students share their findings and engage in a comparative analysis of the effectiveness and cultural influences on health promotion.</p> <p>Assessment: Evaluate the research depth, the quality of the comparative analysis report, and the contribution to the group discussion.</p>	
Summative Assessments	
<p>1. "Cultural Lifestyle Documentary"</p> <p>Objective: Summarize and present the contrasts between the daily routines of individuals in other cultures and those in the students' own culture.</p> <p>Documentary Project: Students work in groups to create a documentary that explores the daily routines of individuals from the target culture(s) and compares them to their own. The documentary should include interviews, visuals, and cultural insights.</p> <p>Reflective Essays: Each student writes a reflective essay summarizing the cultural contrasts observed in the documentary and their personal reflections on daily routines.</p> <p>Assessment: Evaluate the documentaries for depth, creativity, and accuracy. Assess reflective essays for critical thinking and depth of personal insights.</p>	<p>Reduce the number of questions</p> <p>Extended time to complete quiz</p> <p>Reduce / remove questions that are distractors</p>

2. "Global Gastronomy Symposium"

Objective: Analyze and present distinctions between the eating habits of target cultures and the students' own eating habits.

Symposium Presentation: Students present their comparative analysis of eating habits, incorporating cultural influences, through a symposium-style presentation.

Comparative Analysis Paper: Each student submits a paper that delves into the cultural, historical, and social influences on eating habits, providing a detailed analysis.

Culinary Showcase: Organize a culinary showcase where students prepare and share dishes from both the target culture(s) and their own culture, emphasizing the cultural significance of each.

Assessment: Evaluate the presentations for clarity, depth, and engagement. Assess the papers for research depth and analytical skills. Evaluate the culinary showcase for cultural authenticity.

3. "Culinary Culture Symposium"

Objective: Investigate how culture shapes and influences food choices, culminating in a symposium-style event.

Research Symposium: Students research and present on how culture shapes and influences food choices, drawing examples from the target culture(s) and their own culture.

Culinary Exhibition: Students prepare and present a culinary exhibition showcasing traditional dishes, explaining the cultural significance and historical context.

Reflective Essays: Students write reflective essays discussing how the research and culinary exploration have impacted their understanding of cultural influences on food choices.

Assessment: Evaluate the research symposium for depth and clarity. Assess the culinary exhibition for cultural authenticity and presentation. Evaluate reflective essays for critical reflection and integration of learning.

4. "Global Health Initiatives Analysis"

<p>Objective: Examine and analyze the differences and commonalities between target countries and the United States in promoting healthy lifestyles.</p> <p>Comprehensive Report: Students compile a comprehensive report analyzing the approaches to promoting healthy lifestyles in target countries and the United States. This should include government initiatives, cultural practices, and healthcare systems.</p> <p>Policy Proposal: Students create a policy proposal outlining potential strategies for promoting healthy lifestyles, drawing inspiration from the best practices identified.</p> <p>Panel Discussion or Debate: Organize a panel discussion or debate where students present their findings and proposals, engaging in a critical discussion of global health initiatives.</p> <p>Assessment: Evaluate the report for research depth and analysis. Assess the policy proposal for creativity and feasibility. Evaluate the panel discussion or debate for critical thinking and effective communication.</p>	
Interdisciplinary Connections	
<p>1. How do the daily routines of individuals in other cultures contrast with those in our culture?</p> <p>Social Sciences and Language Arts:</p> <p>Research and Presentation: Students research the daily routines of individuals in a specific target culture. They create a presentation incorporating cultural influences and present it to the class.</p> <p>Health Education and Writing:</p> <p>Wellness Journal: Students maintain a wellness journal for a week, detailing their daily routines. They then write reflective essays comparing their routines with those of individuals in the target culture.</p> <p>2. What distinctions exist between the eating habits of target cultures and our own eating habits?</p> <p>Cultural Studies and Culinary Arts:</p> <p>Culinary Exchange Project: Students research and prepare a traditional dish from the target culture. They present it to the class, discussing the cultural significance and nutrition.</p>	<p>Reduce the number of questions</p> <p>Extended time to complete test</p> <p>Reduce / remove questions that are distractors</p>

Mathematics and Nutrition Science:

Nutritional Analysis: Students analyze the nutritional content of typical meals from both their own culture and the target culture, creating charts or graphs to compare.

3. In what ways does culture shape and influence food choices?

Social Sciences and Language Arts:

Cultural Food Narratives: Students write narratives exploring how cultural influences shape their own food choices and those of individuals in the target culture.

Art and Culinary Arts:

Culture on Canvas: Students create visual representations (paintings, drawings, or digital art) depicting the cultural influences on food choices, accompanied by written explanations.

4. What are the notable differences and commonalities between target countries and the United States in terms of promoting healthy lifestyles?

Health Education and Social Sciences:

Global Health Initiatives Analysis: Students research and create presentations on the approaches to promoting healthy lifestyles in target countries compared to the United States.

Technology and Health Education:

Digital Infographics: Students use digital tools to create infographics summarizing the key differences and commonalities in promoting healthy lifestyles.

Unit 4

Unit Title: Contemporary life: Descriptions, Arts, In the past, Problems in contemporary society

Grade Level: 9-12

Timeframe: 9 weeks

Guiding Questions

- In what ways does our past influence and shape our present selves?
- How do music and the arts contribute to the shaping and expression of culture?
- What are the distinguishing characteristics and shared elements among target cultures/countries when considering their country profiles?
- How does climate change affect both target countries and the United States, and what are the consequences for each?

Standards

Proficiency Level: Novice High

Modes of Communication/Core Ideas (WWBAT)

Interpretive

Z.1.NH.IPRET.1 *Identify familiar words and phrases in culturally authentic materials related to targeted themes.*

Z.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.*

Z.1.NH.IPRET.3 *Respond and act on a series of oral and written instructions, directions, and commands.*

Z.1.NH.IPRET.4 *Recognize some common gestures and cultural practices associated with target culture(s).*

Z.1.NH.IPRET.5 *Identify some unique linguistic elements in the target culture.*

Z.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.*

Z.1.NH.IPRET.8 *Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.*

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

Interpersonal

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.

7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.

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.

7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

WWBAT exchange information through conversations.

WWBAT communicate in the target language.

WWBAT negotiate meanings through conversations.

Presentational

7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words

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.

WWBAT present information on a variety of topics to an audience of listeners

WWBAT present concepts and ideas to an audience of readers on a variety of topics.

WWBAT present concepts and ideas on a variety of topics to an audience of listeners.

WWBAT present information to an audience of readers on a variety of topics.

Intercultural Statements (WWBAT)

WWBAT identify products related to everyday life in the target language.

WWBAT investigate products related to everyday life in the target language.

WWBAT identify products related to everyday life in the learner's own culture.

WWBAT investigate products related to everyday life in the learner's own culture.

WWBAT recognize cultural practices in the target culture.

WWBAT identify cultural practices in the target culture.

WWBAT recognize cultural practices in the learner's own culture.

WWBAT identify cultural practices in the learner's own culture.

WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social-Emotional Learning Competencies

- Self-Awareness
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Instructional Plan

Students will begin this unit with a review of vocabulary on descriptions discussed in level 1. Do Nows, exit tickets and teacher observations will be part of lesson activities. Other interactive activities such as quizlet, quizzz, kahoot and verb or vocabulary games will be used as vocabulary reinforcement and motivational tools. Students will work individually, in pairs and in groups. Various aspects of the target culture will be discussed. Culture will be incorporated in class activities as students engage in word/phrase identification, reading, writing, listening and speaking activities. Dialogues /conversations will be used to enhance student-student speaking interactions. Verbs and other grammatical aspects will be taught in the context of the topics discussed- descriptions, arts, in the past and problems in contemporary society. Vocabulary lists and teacher-generated notes will be provided for students' reference. Several authentic resources will be used together with referenced textbook activities. Assessments will include classwork, homework, teacher observations, student participation, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several days to be implemented.

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France www.Google.fr

Wordle

Online Resources:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

<https://www.languageguide.org/>

Google search from target country, example Google France www.Google.fr

Wordle

T'es branché? 2E

¡Qué chévere! 2e

Deutsch So Aktuell 8e

Websites:

www.123teachme.com

<https://conjuguemos.com>

www.quizlet.com

www.kahoot.com

Pre-assessment

Teacher-generated question and answer sheet based on content materials covered in the previous unit. The questions will include verbs and simple grammatical structures discussed.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<u>7.1.NH.PRSNT.3</u> WALT describe people from the home and school environments.	-Small group / partner activity -Character sketch	-Do Now -Oral descriptions -Written descriptions -Description of famous /influential figures	-Do Now: In small groups or pairs, students list some physical and personality descriptions discussed in level 1. They orally share their list with their classmates. -The groups do a character sketch- they describe a real person or a fictional character on TV, in a movie, or from a book. -The groups /pairs present their work. -Teacher provides guidelines for the description task.	Checking for understanding periodically Additional time to submit work Teacher provides a vocabulary reference sheet. Teacher provides example(s) of the character sketch. Strategic grouping / pairing of student for increased engagement

			<p><u>7.1.NH.PRSNT.3</u></p> <p>WALT describe things from the home and school environments.</p>
<p>Teacher- generated PowerPoints</p> <p>-Textbook or teacher-generated example of a character sketch.</p>	<p>-Do Now: Discuss vocabulary words related to clothes and colors.</p> <p>-Students describe clothing items and accessories for different occasions.</p> <p>-Written descriptions and oral descriptions</p> <p>-Teacher-generated PowerPoints</p> <p>-Textbook or teacher-generated vocabulary on clothing items.</p>	<p>-Do Now</p> <p>-Oral descriptions</p> <p>-Written descriptions</p>	<p>-Individual / partner activity</p> <p>-Picture prompts</p> <p>-Discussions</p>
<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides a vocabulary reference sheet.</p> <p>Teacher provides picture prompts</p> <p>Strategic pairing of student for increased engagement</p>	<p>-Read and highlight / underline unfamiliar words and phrases.</p> <p>-Reading activity: Students read and demonstrate understanding of short texts / articles pertaining to clothing items and accessories.</p> <p>-Teacher generated PowerPoints</p> <p>-Teacher-prepared articles: online or textbook articles associated with Clothes.</p> <p>-Students do a listening activity. They listen to a conversation / watch</p>	<p>-Written responses to questions on the articles.</p> <p>-Teacher-student communication</p>	<p>-Highlight / underline</p> <p>-Read-write</p>
<p>Checking for understanding periodically</p> <p>Teacher provides guided reading of materials</p> <p>Teacher-provided notes / vocabulary sheets</p> <p>Additional Time to submit work</p>	<p>-Students' written and oral responses</p>	<p>-Auditory: listening</p>	<p><u>7.1.NH.IPRET.2</u></p> <p>WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>
<p>Checking for understanding periodically</p>			<p><u>7.1.NH.IPRET.2</u></p> <p>WALT understand the main idea in culturally authentic materials, related to targeted themes.</p>

<p>WALT infer the meaning of unfamiliar spoken words in culturally authentic materials, related to targeted themes.</p>	<p>-Vocabulary games</p>	<p>-Exit ticket</p>	<p>a video on shopping for clothing items. -Vocabulary games on clothing -Exit ticket -Teacher-prepared /already-made question and answer sheet on clothing items -Vocabulary list on clothes.</p>	<p>Delivery of instruction in multiple ways Additional Time to submit work Re-wording / re-stating of directions -Teacher provides a vocabulary reference sheet</p>
<p><u>7.1.NH.IPERS.2</u> WALT ask and respond to questions on practiced topics.</p>	<p>-Partner activity -Picture Identification</p>	<p>-Do Now -Students' conversations -Teacher Observation</p>	<p>-Do Now: Do match up activity using pictures of clothes and weather related words/phrases -Students ask and respond to questions about their own clothing choices. -Teacher-made guidelines for conversation / textbook questions</p>	<p>-Modify the length of the required conversation -Additional time to submit work Teacher-provided notes / vocabulary sheets /word bank Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Picture prompts -Word puzzles (wordle)</p>	<p>-Students' oral and written responses -Word puzzles</p>	<p>-Students identify various domestic, farm and wild animals as well as their regular habitats. -Create and solve word puzzles -Teacher-generated PowerPoints -Teacher-prepared vocabulary sheets</p>	<p>Checking for understanding periodically Additional Time to submit work Vocabulary reference sheet</p>

<p><u>7.1.NH.PRSNT.3</u> WALT describe things in writing from home and school environments.</p>	<p>-Individual / partner activity -picture prompts -Discussions</p>	<p>Students' written descriptions</p>	<p>-Discuss the uses of key verbs such as to feed, to clean and to milk. -Work in pairs: Students describe activities on an animal farm. -Teacher-made PowerPoints -Textbook or teacher-generated vocabulary on animals -Teacher notes on verbs such as to feed, to clean and to milk.</p>	<p>Checking for understanding periodically Additional Time to submit work Teacher a vocabulary reference sheet. Teacher provides picture prompts Strategic pairing of student for increased engagement</p>
<p><u>7.1.NH.IPRET.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>-Auditory /visual -Picture prompts -Interactive activities</p>	<p>-Students' written and oral responses -Fill-in-the-blanks task</p>	<p>-Using picture prompts, students do a listening activity pertaining to farm activities. -Complete Fill-in-the-blanks computer based-interactive activity. -A video /or textbook conversations associated with the topic</p>	<p>Checking for understanding periodically Additional time to listen to conversations at slower pace Additional time to submit work</p>
<p><u>7.1.NH.IPERS.3</u> WALT express preferences in various social situations.</p>	<p>-Partner activity -Gestures</p>	<p>-Students' conversations -Teacher Observation</p>	<p>-Students create conversations in which they express their preferences for pets and their experiences with domestic and farm animals. -Teacher-made guidelines for conversation / textbook questions</p>	<p>Modify the length of the required conversation Additional time to submit work Teacher-provided notes / vocabulary sheets /word bank Strategic pairing of student for increased engagement</p>

<p><u>7.1.NH.IPRET.7</u> WALT comprehend brief written messages from informational and fictional texts that are written.</p>	<p>-Highlighting / underlining -Read-write -Written answers</p>	<p>-Written responses -Teacher-student communication</p>	<p>-Read and highlight / underline unfamiliar words and phrases. -Reading activity: Students read and demonstrate understanding of short texts / articles based on farm activities. They respond to questions on the article. -Teacher generated PowerPoint -Teacher-prepared articles/ online or textbook articles associated with the topic.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides guided reading of materials</p>
<p><u>7.1.NH.PRSNT.1</u> WALT recombine information using sentences on topics and themes related to everyday life.</p>	<p>-Picture prompt -Text analysis -Verb games</p>	<p>-Student's written sentences -Interactive verb activity</p>	<p>-Students analyze texts and write new sentences using verbs in the imperfect tense. -Teacher generated PowerPoint based on the conjugation and uses of imperfect tense -Interactive verb game -Verb Chart -Electronic / paper worksheet for sentence writing -Online interactive resources-quizlet, kahoot, quizzes</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional time to submit work Teacher provides pictures / other visual aids Verb chart Picture prompts</p>
<p><u>7.1.NH.IPERS.2</u></p>	<p>-Partner activity</p>	<p>-Students' conversations</p>	<p>-Students ask and respond to questions about their childhood</p>	<p>Modify the length of the required conversation</p>

<p>WALT ask and respond to questions on practiced topics.</p>	<p>-Comparisons (past & present)</p>	<p>-Teacher Observation</p>	<p>activities (what they used to do). Then they compare it to what they do now. -Teacher-made guidelines for conversation / textbook questions -Verb reference sheet on imperfect tense.</p>	<p>Additional time to submit work Teacher-provided notes / vocabulary sheets / word bank Verb reference sheet Strategic grouping / pairing of student for increased engagement</p>
<p><u>7.1.NH.IP.1</u> WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Picture prompts for identification -Match up activity</p>	<p>-Students' written responses -Fill-in-the gap task</p>	<p>-Students identify various professions and trades. -Students complete a fill-in-the-blank worksheet -Students do a match up activity -Teacher generated fill-in the blank worksheets -Teacher-generated PowerPoints -Teacher-generated vocabulary list</p>	<p>Teacher provides pictures / other visual aids Teacher provided notes / vocabulary reference sheets Checking for understanding periodically</p>
<p><u>7.1.NH.IP.2</u> WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials, related to targeted themes.</p>	<p>-Auditory: listening -Visual: viewing -Word associations</p>	<p>-Students' written and oral responses -Exit ticket</p>	<p>-Complete word association activity using vocabulary on professions and related place of work -Students listen and provide answers to questions on professions. -Exit ticket</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Additional Time to submit work Additional time to listen to conversation at a slower pace</p>

				<p>-Teacher-prepared /textbook question and answer sheet on professions and trades</p> <p>-A conversation / a video on professions and trades.</p>	
<p><u>7.1.NH.IPRET.7</u></p> <p>WALT comprehend brief written messages from informational and fictional texts that are written.</p>	<p>-Read-write</p> <p>-Discussions</p>	<p>-Do Now</p> <p>-Written responses to questions on articles.</p> <p>-Teacher-student communication</p>	<p>-Do Now: Students discuss key phrases in a text or in an article on unfamiliar professions and trades in the target cultures.</p> <p>-Reading activity: Students read and demonstrate understanding of short texts / articles through questions and answers.</p> <p>-Teacher generated PowerPoints</p> <p>-Teacher-prepared articles/ online or textbook articles associated with the professions/trades</p>	<p>-Teacher-prepared /textbook question and answer sheet on professions and trades</p> <p>-A conversation / a video on professions and trades.</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guided reading of materials</p>
<p><u>7.1.NH.IPRET.1</u></p> <p>WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Individual / Partner activity</p> <p>-Picture prompts</p> <p>-Match up activity</p>	<p>-Students' oral and written responses</p> <p>-Fill-in-the-blank task</p>	<p>-Students work individually or in pairs. They identify types of music in target regions and music artists associated with them (the types of music).</p> <p>-Students identify musical instruments including instruments pertaining to target cultures.</p> <p>-Match up activity</p>	<p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary reference sheets</p> <p>Checking for understanding periodically</p> <p>Strategic pairing of student for increased engagement</p>	<p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary reference sheets</p> <p>Checking for understanding periodically</p> <p>Strategic pairing of student for increased engagement</p>

			<p>-Students complete a fill-in-the-blank electronic activity.</p> <p>-Online /Teacher generated fill-in-the blank task</p> <p>-Teacher generated PowerPoint</p> <p>-Teacher generated vocabulary list</p>	
<p><u>7.1.NH.IP.2</u></p> <p>WALT infer the meaning of unfamiliar spoken words and phrases in culturally authentic materials associated with targeted themes.</p>	<p>-Auditory</p> <p>-Picture prompts</p> <p>-Vocabulary game</p>	<p>-Students' written and oral responses</p> <p>-Students' participation</p>	<p>-Students watch a video / listen to a conversation on types of music and musical instruments. Through reasoning, students demonstrate understanding of the conversation. They respond to questions on the listening activity orally and in writing.</p> <p>-Play the "guess what" game using the vocabulary discussed.</p> <p>-Teacher-prepared conversations/ online or textbook conversations associated with the topic</p>	<p>Checking for understanding periodically</p> <p>Additional time to listen to conversations at slower pace</p> <p>Additional time to submit work</p>
<p><u>7.1.NH.IP.1</u></p> <p>WALT identify familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Individual / Partner activity</p> <p>-Picture prompts</p> <p>-Match up activity</p> <p>-Verb games</p>	<p>-Students' oral and written responses</p> <p>-Exit ticket</p>	<p>-Students work individually or in pairs. They use the present tense forms of the verbs "to read" and "to write" to identify types of reading materials.</p> <p>-Match up activity</p> <p>-Written sentences</p>	<p>Teacher provides pictures / other visual aids</p> <p>Teacher-provided notes / vocabulary reference sheets</p> <p>Checking for understanding periodically</p> <p>Verb charts</p>

				<ul style="list-style-type: none"> -Play verb games -Exit tickets -Teacher generated PowerPoints -Teacher generated vocabulary list 	Strategic pairing of student for increased engagement
<p><u>7.1.NH.IP.1.2</u></p> <p>WALT comprehend written messages from brief informational and fictional texts that are written.</p>	<ul style="list-style-type: none"> -Highlighting / underlining -Read-write 	<ul style="list-style-type: none"> -Written responses to questions on articles. -Teacher-student communication 	<ul style="list-style-type: none"> -Read a text/article and highlight / underline unfamiliar words and phrases. -Reading activity- Students read short informational texts / articles pertaining to artists/ writers in target cultures. Through questions and answers, they demonstrate understanding of the texts/articles. -Teacher generated PowerPoints -Teacher-prepared articles/ online or textbook articles associated with the artists and writers in target cultures 	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guided reading of materials</p>	
<p><u>7.1.NH.PRSNT.2</u></p> <p>WALT present messages orally using familiar vocabulary.</p>	<ul style="list-style-type: none"> -Group research/discovery learning -Graphic organizers 	<ul style="list-style-type: none"> -Written and oral presentations -Country profiles 	<ul style="list-style-type: none"> -Group task: Students research target countries and produce the countries' profiles. -Use a graphic organizer to present the country profiles -Orally, present country profiles 	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guided reading of materials</p> <p>Task broken into smaller sections</p>	

<p><u>2.1.NH.IP.1.8</u> WALT demonstrate comprehension of oral and written messages using culturally authentic materials on global issues.</p>	<p>-Read-write -Think-Pair-Share -Discussions -Graphic organizer</p>	<p>-Written responses -Oral responses</p>	<p>-Teacher-generated points to guide students in their research and country profile task</p>	<p>Strategic grouping of student for increased engagement</p>
<p><u>2.1.NH.IP.1.8</u> WALT demonstrate comprehension of oral messages using culturally authentic materials on global issues.</p>	<p>-Auditory: Listening -Visual: viewing -Discussions</p>	<p>-Students' oral and written responses -Information gap task</p>	<p>-Students work in pairs. They read a short paragraph and through questions and answers, they show understanding of several problems in society. They think of possible solutions to the problem. They orally share their work with the rest of the class. -Teacher-prepared graphic organizer -Teacher-generated PowerPoint -Teacher-prepared / textbook vocabulary list</p>	<p>Checking for understanding periodically Additional time to submit work Task broken into smaller sections</p>
<p><u>2.1.NH.IP.1.8</u> WALT demonstrate comprehension of oral messages using culturally authentic materials on global issues.</p>	<p>-Auditory: Listening -Visual: viewing -Discussions</p>	<p>-Students' oral and written responses -Information gap task</p>	<p>-Students watch a video / listen to a conversation on global issues / problems in society, then they discuss what they hear. Students then answer questions orally and in writing. -Complete a short information gap activity using key expressions from the listening activity. -Teacher-prepared questions on the video / conversation. -Teacher-generated PowerPoint</p>	<p>Checking for understanding periodically Additional time to submit work Task broken into smaller sections Additional time to listen to conversations at slow pace</p>

<p><u>7.1.NH.PRSNT.6</u></p> <p>WALT write a few details about climate change in the target countries and the US.</p>	<p>-Group / partner activity</p> <p>-Graphic organizer</p> <p>-Comparisons</p>	<p>-Students' research findings</p> <p>-Students' participation</p>	<p>-Teacher-prepared / textbook vocabulary list</p> <p>-Students work in small groups / in pairs. They choose a target country and do a little research on the impact of climate change in that country.</p> <p>-Using a graphic organizer, they write down the points they come up with and compare it with climate related issues in the US.</p> <p>-Oral presentations of research findings</p> <p>-Teacher-prepared graphic organizer</p> <p>-Teacher-generated PowerPoint</p> <p>-Teacher-prepared / textbook vocabulary list</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Modify the number of points that students are expected to write.</p> <p>Task broken into smaller sections</p> <p>Strategic grouping / pairing of student for increased engagement</p>
<p>Common Formative Assessment:</p>				
<p>1. "Memory Snapshots" Reflection Exercise</p>				
<p>Objective: Reflect on how personal experiences shape present identities.</p>				
<p>Quick Write: In a brief writing session, students jot down three key memories that have influenced who they are today.</p>				
<p>Pair Share: Students share one memory with a partner and discuss its impact on their present selves.</p>				
<p>Class Discussion: Facilitate a brief class discussion where a few students share insights from their reflections.</p>				
<p>2. "Cultural Playlist" Musical Exploration</p>				
<p>Objective: Explore the role of music in shaping and expressing culture.</p>				
<p>Song Selection: Students choose a song from a target culture and briefly explain why they think it represents that culture.</p>				
<p>Reduce the number of questions</p>				
<p>Extended time to complete quiz</p>				
<p>Reduce / remove questions that are distractors</p>				

Listening Session: Students play snippets of their chosen songs for the class, sharing their insights.
Class Reflection: Discuss common themes or patterns observed in the selected songs.

3. "Cultural Snapshots" Visual Exploration

Objective: Explore distinguishing characteristics among target cultures.

Quick Collage: Students create a small visual collage representing the distinguishing features of a target culture.

Gallery Walk: Display the collages around the class, and students conduct a gallery walk to observe and note shared elements or unique characteristics.

Discussion Pairs: Students discuss their observations with a partner, identifying commonalities or differences.

4. "Climate Change Impact Sketch" Visual Representation

Objective: Investigate the effects of climate change on target countries and the United States.

Infographic Sketch: Students sketch a simple infographic illustrating the impact of climate change on a target country or the United States.

Class Share: Students briefly present their infographics to the class, highlighting key points.

Reflection Prompt: Conclude with a quick written reflection on one new thing learned from the presentations.

Summative Assessments

1. "Identity Collage" Summative Reflection

Objective: Demonstrate an understanding of how the past influences present identities.

Collage Project: Students create a visual collage that represents key influences from their past shaping their present selves.

Reflection Essay: Students write a brief essay explaining the elements chosen for the collage and their significance.

Class Presentation: Each student presents their collage to the class, discussing the impact of their past on their identity.

Reduce the number of questions

Extended time to complete test

Reduce / remove questions that are distractors

2. "Cultural Showcase" Summative Presentation

Objective: Showcase understanding of how music and arts contribute to shaping and expressing culture.

Cultural Performance: Students prepare a brief cultural performance (song, dance, or visual art) representing a target culture.

Reflective Presentation: In a concise presentation, students explain the cultural elements depicted in their performance.

Q&A Session: Conclude with a brief Q&A session where classmates can ask questions about the cultural representation.

3. "Culture Snapshot Gallery" Summative Exhibition

Objective: Demonstrate an understanding of distinguishing characteristics among target cultures.

Country Snapshot Collage: Students create a concise visual collage representing distinguishing features of a target culture.

Class Exhibition: Display the collages around the class for a "Culture Snapshot Gallery."

Comparative Analysis Essay: Students write an essay comparing and contrasting the cultural features observed in the gallery.

4. "Climate Change Impact Report" Summative Analysis

Objective: Analyze and communicate the impact of climate change on target countries and the United States.

Impact Report: Students compile a concise report summarizing the impact of climate change on a target country and the United States, including environmental, economic, and societal consequences.

Infographic Presentation: Students create a visual infographic summarizing key findings from their reports.

Panel Discussion: Conclude with a panel discussion where students present their infographics and engage in a discussion on global climate change.

Interdisciplinary Connections

1. "Temporal Threads" Interdisciplinary Exploration

Objective: Explore the interplay of history and personal identity.

Social Sciences (History): Students study a specific historical period and its impact on individual lives. They create a timeline of significant events.

Language Arts (Creative Writing): Students write fictional narratives imagining individuals living during the chosen historical period, exploring how historical events influence personal stories.

Art (Visual Expression): Students create visual representations or drawings that capture the essence of the chosen historical period.

Culminating Activity: Host a "Temporal Threads Exhibition" where timelines, narratives, and artworks are displayed and discussed.

2. "Harmony in Colors" Interdisciplinary Arts Integration

Objective: Investigate the connection between music, visual arts, and cultural expression.

Music (Performance): Students learn a traditional song from a target culture, exploring the cultural elements embedded in the music.

Visual Arts (Painting/Drawing): Students create artworks inspired by the chosen song, incorporating cultural symbols and themes.

Language Arts (Presentation): Students present their musical selection, explain the cultural context, and showcase their visual artworks.

Culminating Activity: Organize a "Harmony in Colors" Arts Night where students perform, display their artworks, and discuss their creative process.

3. "Global Perspectives Gallery" Interdisciplinary Exhibition

Objective: Examine distinguishing characteristics among target cultures through various lenses.

Cultural Studies (Geography): Students research and create visual profiles of target countries, highlighting geographical features and cultural elements.

Mathematics (Statistics): Students analyze data related to population, economy, or other relevant factors in their country profiles.

Language Arts (Presentation): Students prepare short presentations summarizing the key characteristics and statistical insights of their assigned countries.

Culminating Activity: Host a "Global Perspectives Gallery" where students showcase their country profiles and engage in discussions about cultural diversity.

4. "Eco-Perspectives Symposium" Interdisciplinary Analysis

Objective: Explore the impact of climate change from scientific, economic, and cultural perspectives.

Science (Environmental Science): Students research and present the scientific aspects of climate change, its causes, and consequences.

Economics (Global Economics): Students analyze the economic implications of climate change on target countries and the United States.

Social Sciences (Cultural Perspectives): Students investigate how climate change affects cultures and societies, considering migration, adaptation, and cultural shifts.

Culminating Activity: Organize an "Eco-Perspectives Symposium" where students present their findings, fostering a cross-disciplinary discussion on climate change.

