

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



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

Adopted: December 19, 2023

## Overview

The Level I 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: All About Me: Greetings, Introductions, Countries and Nationalities**  
**Grade Level: 9-12**  
**Timeframe: 10 Weeks**

**Guiding Questions**

- How do people greet and introduce themselves in the target language?
- How does leave-taking in the target culture differ from the US?
- In target cultures, how does the use of formal register differ from the informal?
- How does the speaking of the target language differ in the various regions where the target language is spoken?

**Standards**

**Proficiency Level: Novice Mid**

**Modes of Communication/Core Ideas (WWBAT)**

**Interpretive**

- 7.1.NM.I.PRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.*
- 7.1.NM.I.PRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.*
- 7.1.NM.I.PRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*
- 7.1.NM.I.PRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*

WWBAT interpret meaning from viewing materials.  
WWBAT interpret meaning from listening materials.  
WWBAT interpret meaning from reading materials.

**Interpersonal**

- 7.1.NM.I.PERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*
- 7.1.NM.I.PERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.*

WWBAT communicate in the target language.

WWBAT exchange information through conversations.  
WWBAT negotiate meanings through conversations.

### **Presentational**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.*
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.*
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.*

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

### **Intercultural Statements (WWBAT)**

WWBAT recognize a few products related to everyday life in the target language.  
WWBAT identify a few products related to everyday life in the target language.  
WWBAT recognize a few products related to everyday life in the learner's own culture.  
WWBAT identify a few products related to everyday life in the learner's own culture.  
WWBAT recognize a few 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.

### **Highlighted Career Ready Practices and 21<sup>st</sup> 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 discussion on the benefits of learning the target language. Do Nows, exit tickets and teacher observations will be part of regular 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 simple grammatical aspects will be taught in the context of the topics discussed- greetings, introductions, countries and nationalities. Word banks, textbook 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 lessons to be implemented.

Online Resources:

<p><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0">https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0</a></p> <p><a href="https://www.languageguide.org/">https://www.languageguide.org/</a></p> <p>Google search from target country (ex. Google France <a href="http://www.google.fr">www.google.fr</a>)</p> <p>Wordle</p> <p>T'es branché? 2E</p> <p>¡Qué chévere! 2e</p> <p>Deutsch So Aktuell 8e</p>	
<p><b>Pre-assessment</b> Teacher-generated question and answer sheet based on content materials from Novice-low level. The questions will include basic self introduction that students might have learned at Novice-low level.</p>	
<p><b>SLO – WALT</b> We are learning to/that</p>	<p><b>Reflections &amp; Modifications</b> (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications</p>
<p><b>Student Learning Strategies</b></p>	<p><b>Activities and Resources</b></p>
<p><b>Formative Assessment</b></p>	

<p><u>7.1.NM.IP.ET.1</u> WALT identify familiar words and phrases in culturally authentic materials related to targeted themes.</p>	<p>-Question &amp; answer related to greetings and well-being</p> <p>-Gestures</p>	<p>-Do Now</p> <p>-Students' written responses in which they identify phrases on greetings and wellbeing.</p> <p>Students' oral responses</p>	<p>-Do Now: Students discuss the importance of learning the target language then share their thoughts with their classmates.</p> <p>-Orally and in writing, students respond to questions related to greetings and well-being.</p> <p>-Teacher-made PowerPoint</p> <p>-Teacher-prepared / textbook vocabulary on greetings and wellbeing-(asking "How are you doing" and responding to it)</p> <p>Websites:  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="https://conjuguemos.com">https://conjuguemos.com</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.youtube.com">www.youtube.com</a></p> <p><b>Additional Teacher Resource:</b>  <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></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>Re-wording / re-stating of directions</p>
---	--	---	--	--

<p><u>7.1.NM.IP.ET.1</u></p> <p>WALT identify simple familiar sentences in materials related to targeted themes.</p>	<p>-Question &amp; answer related to introducing oneself and others as well as saying goodbye</p> <p>-Flashcards</p>	<p>-Students' written responses in which they identify short sentences related to introducing oneself and others as well as saying goodbye</p> <p>-Students' oral responses</p>	<p>-Do Now: Students discuss the importance of learning the target language then share their thoughts with their classmates.</p> <p>-Students respond to questions related to introducing oneself and others as well as saying goodbye.</p> <p>-Teacher-made PowerPoint</p> <p>-Teacher-prepared / textbook vocabulary on introductions and saying goodbye</p> <p>Websites:  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="https://conjuguemos.com">https://conjuguemos.com</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.youtube.com">www.youtube.com</a></p> <p><b>Additional Teacher Resource:</b>  <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></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>Re-wording / re-stating of directions</p>
--	--	---	--	--



<p><u>7.1.NM.IPRES.1</u> WALT identify familiar words in materials related to targeted themes.</p>	<p>-Partner / individual work -Scenarios/statement prompts</p>	<p>-Students' written responses</p>	<p>-Discuss the use of formal and informal registers in greetings, introductions and general communication. -Using statements (scenarios) as prompts, students determine the use of the appropriate register for each scenario. -Teacher-made PowerPoint Teacher-generated / textbook statements as prompts</p>	<p>Checking for understanding periodically Teacher provides statements as prompts Re-wording / re-stating of directions</p>
<p><u>7.1.NM.IPERS.5</u> WALT imitate gestures and intonations of target culture native speakers in conversations.</p>	<p>Partner conversations Roleplay / skits</p>	<p>-Oral &amp; written responses -Skits. -Teacher Observation</p>	<p>-Pair speaking activity: Students create skits using phrases/sentences pertinent to greetings, wellbeing, introductions and saying good-bye. -Teacher-generated guidelines / prompts for conversations</p>	<p>Checking for understanding periodically Modify the length and details of required conversation Additional time to submit work Teacher provides pictures / other visual aids Strategic pairing of student for increased engagement</p>

<p><u><b>Z.1.NM.IP.ET.4</b></u> WALT report on short messages that are heard.</p>	<p>Auditory: Listening activity Speaking /Spelling</p>	<p>Written responses to questions on spoken text.</p>	<p>-Students identify the letters of the Alphabet in the target language. -Use the Alphabet to spell out names.  -Listening activity: Students listen to letters of the Alphabet being used in short oral messages, write down the names/words/ short phrases they hear, then they will orally report on what they heard.  -Teacher-generated PowerPoint  -Online / textbook listening material associated with the topic. <b>Websites:</b> <a href="http://www.123teachme.com">www.123teachme.com</a> <a href="https://conjuguemos.com">https://conjuguemos.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a> <a href="http://www.youtube.com">www.youtube.com</a>  <b>Additional Teacher Resource:</b> <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></p>	<p>Checking for understanding periodically  Additional time to submit work  Do the listening activity at a slower pace</p>
---	--	---	--	--

<p><u>7.1.NM.IPRET.2</u> WALT give and respond to oral commands in classroom and cultural activities.</p>	<p>Partner / small group activity Actions /Gestures TPR (Total Physical Response)</p>	<p>Teacher Observation Student participation Student oral responses</p>	<p>-Students will identify basic classroom commands. -Students do a partner /small group activity in which they give classroom commands. The partners/ group members respond by speaking and with actions/gestures. -Teacher-prepared guidelines for the speaking activity -Notes on classroom commands</p>	<p>-Checking for understanding periodically Teacher-provided notes / vocabulary sheets /word bank Strategic grouping / pairing of student for increased engagement</p>
<p><u>7.1.NM.IPRET.3</u> WALT identify regions and countries where the target language is spoken.</p>	<p>Picture prompts Flashcards:Flags Map</p>	<p>Students' written responses Students' picture identifications Exit tickets</p>	<p>-Students identify regions and countries where the target language is spoken. -Students use flags and maps in their identification task. -Complete exit tickets on countries and nationalities -Teacher-prepared / textbook vocabulary on target regions / countries</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides pictures / other visual aids</p>

<p><u>7.1.NM.IPERS.1</u></p> <p>WALT ask and respond to questions on practiced topics.</p>	<p>Think-pair-share</p> <p>Dialogues</p>	<p>Teacher observation</p> <p>Students' oral responses</p> <p>Conversations</p>	<p>-Discuss expressions for saying the country one lives in and the country where one is from. Discuss nationalities related to target countries.</p> <p>-Students work in pairs. They create a dialogue pertinent to countries and nationalities.</p> <p>-Teacher-prepared guidelines to dialogues</p> <p>-Teacher-made Powerpoint on the countries and nationalities</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides a vocabulary reference sheet</p> <p>Strategic pairing of student for increased engagement</p>
<p><u>7.1.NM.PRSNT.5</u></p> <p>WALT present information in writing from culturally authentic materials.</p>	<p>Group activity</p> <p>Country profiles</p>	<p>Group Task: Posters/ Powerpoints</p> <p>Completed graphic organizers</p>	<p>-Students work in small groups. Each group will research and present information on their assigned target country.</p> <p>-Group task - Students create PowerPoints /posters or use a graphic organizer to present their findings.</p> <p>-A graphic organizer</p> <p>-Teacher guidelines for research</p> <p>-Examples of country profiles</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guidelines for group task</p> <p>Task broken into smaller sections</p> <p>Strategic grouping of student for increased engagement</p>

<p><u>7.1.NM.PRSNT.1</u> WALT present personal information using memorized words and phrases related to targeted themes.</p>	<p>-Individual task -Number games -Online interactive resources- quizlet, kahoot, quizzes</p>	<p>Students oral and written responses</p>	<p>-Discuss cardinal numbers 0 through 32 -Play number games -Students use the numbers to present their own phone numbers and other phone numbers, orally and in writing. -Teacher-prepared / textbook number vocabulary sheet</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Teacher provides a number vocabulary reference sheet</p>
<p><u>7.1.NM.IPERS.1</u> WALT ask and respond to questions on practiced topics.</p>	<p>Think-pair-share Conversations</p>	<p>Teacher observation Students' dialogues Exit ticket</p>	<p>-Identify days of the week and months of the year. -Students work in pairs. They create short dialogues pertinent to asking for and expressing one's age and birthday. -Teacher-prepared guidelines to dialogues -Teacher-prepared/textbook vocabulary sheet on numbers, days of the week and months of the year</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides a vocabulary reference sheet Strategic pairing of student for increased engagement</p>

<p><u>7.1.NM.IP.ET.1</u></p> <p>WALT identify simple familiar words in culturally authentic materials related to targeted themes.</p>	<p>-Individual /Group activity</p> <p>-Online interactive resources- quizlet, kahoot, quizzes</p>	<p>Matched-up work</p> <p>Online interactive activity</p>	<p>-Discuss cardinal numbers 0 through 100</p> <ul style="list-style-type: none"> <li>- Online interactive activities</li> <li>-Number games</li> <li>-Match up activity</li> <li>-Electronic / paper worksheet</li> </ul> <p>-A number vocabulary sheet will be provided.</p> <p>Websites:</p> <p><a href="http://www.123teachme.com">www.123teachme.com</a></p> <p><a href="https://conjuguemos.com">https://conjuguemos.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><b>Additional Teacher Resource:</b>  <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Teacher provides a number vocabulary reference sheet</p>
---	---	---	--	--

<p><u>7.1.NM.PRSNT.4</u> WALT write phrases, on familiar topics.</p>	<p>-Individual / Group activity -Online interactive resources- quizlet, kahoot, quizzes</p>	<p>Oal responses Written responses</p>	<p>-Express one's date of birth orally and in writing -Students identify dates for holidays in target countries and the US. -Compare dates for common celebrations in target countries and the US. -Online interactive activity- quizlet, kahoot, quizzes -Teacher-made graphic organizer -Vocabulary list on holidays</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Teacher provides a number vocabulary reference sheet</p>
<p><u>7.1.NM.IPRET.4</u> WALT report on short messages that are read.</p>	<p>Read-write Identity cards / index cards</p>	<p>Written responses</p>	<p>-Discuss key points/details needed in creating ID cards used in the target country/countries. -Reading activity: Students read short texts and use the information to complete blank ID cards. -Teacher-generated PowerPoint -Teacher-prepared /Online / textbook texts and blank ID cards.</p>	<p>Teacher provides guided reading of materials Additional time to submit work Checking for understanding periodically</p>

<p><u>7.1.NM.PRSNT.1</u> WALT present personal information using memorized words and phrases related to targeted themes.</p>	<p>Individual Activity Index cards</p>	<p>Oral information presented Written information presented ID Cards</p>	<p>-Students create their own ID cards similar to ID cards used in the target country/countries. -Students orally present their ID cards. -Electronic blank cards / blank paper cards / Index cards</p>	<p>Checking for understanding periodically Additional time to submit work Teacher/textbook notes</p>
<p><u>7.1.NM.IPRET.1</u> WALT identify familiar words in materials related to targeted themes.</p>	<p>Think -pair-share Reading</p>	<p>Written and Oral identification of question words</p>	<p>-Partner activity: Students identify question words in short texts. -Use question word what, where, when, who, how in a simple question and answer activity. -Students orally share their work with their classmates. -Teacher-generated notes on question words</p>	<p>Guided reading Checking for understanding periodically Teacher provides a word bank Strategic pairing of student for increased engagement</p>
<p><u>7.1.NM.IPRET.4</u> WALT report on short messages that are heard.</p>	<p>Auditory: Listening activity</p>	<p>Written responses</p>	<p>-Discuss the use of subject pronouns -Students identify subject pronouns used in short texts. -Listening activity: Students listen and complete texts /short paragraphs with subject pronouns that they hear. Then, they will orally report on what they heard. -Teacher-generated PowerPoints</p>	<p>Checking for understanding periodically Additional time to submit work Do the listening activity at a slower pace</p>



<p><u>7.1.NM.PRSNT.4</u> WALT write phrases and guided texts on familiar topics.</p>	<p>Picture prompt Interactive games</p>	<p>Students' written phrases and texts</p>	<p>-Online / textbook listening material associated with subject pronouns.  -Students produce short phrases and texts in the present tense using the verb "to be". -Teacher generated PowerPoint on the verbs "to be". -Verb Chart  -Electronic / paper worksheet for the writing task  -Online interactive resources- quizlet, kahoot, quizzizz</p>	<p>Checking for understanding periodically  Delivery of instruction in multiple ways  Teacher provides pictures / other visual aids  Teacher-provided notes / vocabulary sheets  Verb chart</p>
<p><u>7.1.NM.PRSNT.4</u> WALT write phrases and guided texts on familiar topics.</p>	<p>Picture prompt Interactive games</p>	<p>Students' written phrases and texts</p>	<p>-Students produce short phrases and texts in the present tense using the verb "to have".  -Play interactive games  -Teacher generated PowerPoint on the verbs "to have".  -Verb Charts  -Electronic / paper worksheet for the writing task  -Online interactive resources- quizlet, kahoot, quizzizz</p>	<p>Checking for understanding periodically  Delivery of instruction in multiple ways  Teacher provides pictures / other visual aids  Teacher-provided notes / vocabulary sheets  Verb chart</p>

<p><u>7.1.NM.PRSNT.4</u> WALT write phrases and guided texts on familiar topics.</p>	<p>-Verb cutouts -Online interactive resources- quizlet, kahoot, quizizz</p>	<p>Students' written phrases and texts</p>	<p>-Using verb cutouts, students produce short phrases and texts in the present tense using the verb "to come". -Play verb interactive game. -Teacher generated PowerPoints on the verbs "to come". -Verb Chart and verb cutouts -Electronic / paper worksheet for the writing task -Online interactive resources- quizlet, kahoot, quizizz</p>	<p>Checking for understanding periodically Delivery of instruction in multiple ways Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary sheets Verb chart and cutouts</p>
<p><b>Formative Assessment Suggestions:</b> How do people greet and introduce themselves in the target language? Formative Assessment: Students will engage in a role-playing activity where they have to greet and introduce themselves in the target language. Peers provide feedback on pronunciation, cultural appropriateness, and use of appropriate greetings. How does leave-taking in the target culture differ from the US? Formative Assessment: Students will participate in a discussion about leave-taking customs in the target culture. They will share their insights and observations, comparing them to the US. The teacher provides feedback on cultural understanding.</p>				

<p>In target cultures, how does the use of formal register differ from the informal?</p> <p><b>Formative Assessment:</b> Students will engage in a dialogue exercise, practicing both formal and informal language in different scenarios. Peer evaluations and teacher feedback will focus on the appropriateness of register.</p> <p>How does the speaking of the target language differ in the various regions where the target language is spoken?</p> <p><b>Formative Assessment:</b> Students will research and present information on regional dialects and variations in pronunciation within the target language. Peers provide feedback on clarity and understanding.</p>	
<p><b>Summative Assessments Suggestions</b></p>	
<p>How do people greet and introduce themselves in the target language?</p> <p><b>Summative Assessment:</b> Students will create a video presentation demonstrating various ways people greet and introduce themselves in the target language. The assessment will include cultural nuances and proper usage.</p> <p>How does leave-taking in the target culture differ from the US?</p> <p><b>Summative Assessment:</b> Students will write a comparative essay discussing the differences in leave-taking customs between the target culture and the United States, highlighting cultural significance and appropriateness.</p> <p>In target cultures, how does the use of formal register differ from the informal?</p> <p><b>Summative Assessment:</b> Students will participate in a role-play scenario where they must use formal and informal language appropriately. Assessment criteria include accuracy, cultural sensitivity, and effective communication.</p> <p>How does the speaking of the target language differ in the various regions where the target language is spoken?</p> <p><b>Summative Assessment:</b> Students will create a multimedia presentation exploring the linguistic diversity within the target language, including audio samples of regional accents and dialects. The assessment evaluates research skills, presentation quality, and cultural insights.</p>	<p>Reduce the number of questions</p> <p>Extended time to complete test</p> <p>Reduce / remove questions that are distractors</p>
<p><b>Interdisciplinary Connections</b></p>	

1. How do people greet and introduce themselves in the target language?

Lesson: Language and Cultural Expression

Language Arts: Explore the linguistic nuances of greetings and introductions in the target language. Write and perform skits or role-plays that exemplify these expressions.

Drama or Performing Arts: Act out scenarios that involve greetings and introductions, focusing on non-verbal communication and body language.

Technology: Create multimedia presentations or videos demonstrating proper greetings and introductions in the target language, incorporating cultural context.

2. How does leave-taking in the target culture differ from the US?

Lesson: Cultural Perspectives and Communication Styles

Communication Studies: Analyze communication styles in the target culture(s) compared to the US, with a specific focus on leave-taking rituals and expressions.

Social Studies: Investigate cultural norms related to farewells and departure etiquette in the target culture(s) and discuss how these reflect broader societal values.

Visual Arts: Create visual representations or artwork that symbolize leave-taking customs in the target culture, emphasizing cultural symbols.

3. In target cultures, how does the use of formal register differ from the informal?

Lesson: Linguistic Register and Cultural Etiquette

Language Arts: Study linguistic registers in the target language, emphasizing the differences between formal and informal speech. Practice writing in both registers.

Role-Playing or Drama: Engage in role-playing scenarios to practice both formal and informal communication in culturally appropriate contexts.

4. How does the speaking of the target language differ in the various regions where the target language is spoken?

Lesson: Dialects and Regional Variations

Linguistics: Study linguistic diversity within the target language, focusing on regional accents, dialects, and variations. Compare and contrast these linguistic features.

Geography: Explore the regions where the target language is spoken, examining the historical and geographical factors influencing linguistic variations.

Collaborative Research Project: Have students conduct research on specific regional linguistic features and present their findings through multimedia presentations.



**Unit Title: My Day: Leisure activities, The Weather, School Day, Time**

**Grade Level: 9-12**

**Timeframe: 9 Weeks**

**Guiding Questions**

- What do sports and leisure activities reveal about a culture?
- What differences and similarities are there between target cultures and the US with regards to school systems?
- How does education shape individuals and societies?
- What differences and similarities are there between target cultures and the US with regards to telling/expressing time?

**Standards**

**Proficiency Level: Novice Mid**

**Modes of Communication/Core Ideas (WWBAT)**

**Interpretive**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes*
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT interpret meaning from reading materials.

**Interpersonal**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.*
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.*
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.*

WWBAT communicate in the target language.

WWBAT exchange information through conversations.  
WWBAT negotiate meanings through conversations.

### **Presentational**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.*
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.*
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.*

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

### **Intercultural Statements (WWBAT)**

WWBAT recognize a few products related to everyday life in the target language.  
WWBAT identify a few products related to everyday life in the target language.  
WWBAT recognize a few products related to everyday life in the learner's own culture.  
WWBAT identify a few products related to everyday life in the learner's own culture.  
WWBAT recognize a few 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.

### **Highlighted Career Ready Practices and 21<sup>st</sup> 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

In this unit, students talk about their leisure activities, the weather, school schedules and classroom objects. Do nows, exit tickets and teacher observations will be regularly 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. Simple grammatical aspects will be taught in the context of the topics discussed- leisure activities, the weather, school day, time. Word banks, textbook 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, reading, listening, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several lessons to be implemented.

	<p><b>Online Resources:</b>  <a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0">https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0</a>  <a href="https://www.languageguide.org/">https://www.languageguide.org/</a></p> <p>Google search from target country, example Google France <a href="http://www.Google.fr">www.Google.fr</a></p> <p>Wordle</p> <p>T'es branché? 2E</p> <p>¡Qué chévere! 2e</p> <p>Deutsch So Aktuell 8e</p> <p>Websites:  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="https://conjuguemos.com">https://conjuguemos.com</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.youtube.com">www.youtube.com</a></p> <p><b>Additional Teacher Resource:</b>  <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></p>
	<p><b>Pre-assessment</b>  Teacher-generated question and answer sheet based on content materials from unit 1. The questions will be selected from the vocabulary and basic grammar that students learned in unit 1.</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) <a href="#">See link for additional modifications</a>
<p><u>7.1.NM.IPRET.1</u></p> <p>WALT identify simple familiar phrases in materials related to targeted themes.</p>	<p>Flashcards</p> <p>Picture identification</p> <p>Listening activity</p>	<p>-Written identification</p> <p>-Students' oral responses</p>	<p>-Discuss phrases pertaining to leisure activities.</p> <p>-Use short phrases to identify pictures.</p> <p>-Listen to phrases on leisure activities used in short conversations, then, use the information heard to do a fill-in-the gap worksheet</p> <p>-Worksheets</p> <p>-Teacher-made PowerPoint</p> <p>-Teacher-prepared/textbook vocabulary on leisure activities</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Teacher provides pictures / other visual aids</p> <p>Re-wording / re-stating of directions</p>
<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write phrases on familiar topics.</p>	<p>-Writing activity</p> <p>-Word association game</p>	<p>-Teacher observation</p> <p>-Written work</p>	<p>-Discuss the use of simple adverbs.</p> <p>-Play a word association game using adverbs.</p> <p>-Students combine adverbs and leisure activities to produce simple phrases /sentences.</p> <p>-Teacher-prepared notes / textbook notes</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Provide teacher notes</p>

<p><u>7.1.NM.IPERS.3</u></p> <p>WALT express our preferences using memorized phrases, and simple sentences that are supported by gestures and visuals.</p>	<p>Partner activity</p> <p>Skits</p> <p>Gestures</p> <p>Pictures / visuals</p>	<p>-Skits / Conversations</p> <p>-Teacher observation</p> <p>-Exit tickets</p>	<p>-Discuss expressions for likes and dislikes as well as opinions.</p> <p>-Students create conversations in which they express their preferences for leisure activities. They react to others' preferences.</p> <p>-Oral presentation of skits</p> <p>-Teacher-generated guidelines for skits</p>	<p>Checking for understanding periodically</p> <p>A word bank</p> <p>Strategic pairing of student for increased engagement</p> <p>Additional time to submit work</p>
<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write simple guided texts on familiar topics.</p>	<p>Picture prompt / visual aids</p> <p>Verb cutouts</p> <p>Verb games</p> <p>Online interactive resources: quizlet, kahoot, quizizz</p>	<p>Written texts</p> <p>Verb identification</p>	<p>-Discuss the use of regular verbs such as “to like, to play, to watch and to listen”.</p> <p>-Identify regular verbs used in short written phrases and texts.</p> <p>-Play interactive verb games.</p> <p>-Use verb cutouts to form short phrases.</p> <p>-Using pictures as prompts, students write short texts in the present tense using regular verbs such as “to like, to play, to watch and to listen”.</p> <p>-Teacher-generated PowerPoint on regular verbs in the present tense.</p> <p>-Verb Charts</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.NM.IPRET.4</u> WALT report on the content of short messages that are heard or viewed, in culturally authentic materials.</p>	<p>Pictures / symbols identification Auditory Weather map</p>	<p>Picture Identification Oral responses / speaking Exit ticket</p>	<p>-Electronic / paper worksheet for writing  -Discuss types of weather and leisure activities for different types of weather. -Student practice speaking using the weather symbols on a weather map of the target country(s). -Students watch/ listen to a presentation of a weather forecast, then use picture identification to show understanding of what they hear. -Teacher-generated PowerPoints - Online/textbook weather map -A video / audio presentation of a weather forecast</p>	<p>Checking for understanding periodically Teacher provides pictures / other visual aids Teacher-provided notes / vocabulary reference list</p>
<p><u>7.1.NM.PRSNT.5</u> WALT present information from culturally authentic materials orally and in writing.</p>	<p>Pair-share Read-write Oral presentations</p>	<p>Do Now Written presentation Oral presentation</p>	<p>-Do Now: What is the weather like in your town today? -Partner work: students work on their assigned target location. Search on a weather channel /website or watch a recorded weather forecast.</p>	<p>Alternative ways of presenting the weather forecast Teacher-provided notes / vocabulary reference list Additional time to submit work Strategic pairing of student for increased engagement</p>

			<p>Present (in writing) a week's weather forecast for the assigned locations.</p> <ul style="list-style-type: none"> <li>-Oral presentations of weather forecast</li> <li>-Teacher guidelines for weather forecast</li> <li>-Vocabulary list (weather expressions)</li> <li>-A video of a recorded weather forecast /Online weather website</li> </ul>	
<p><u>7.1.NM.PRSNT.5</u> WALT present information from culturally authentic materials orally or in writing.</p>	<p>Group activity Discussion</p>	<p>Summary work written presentation Oral presentation</p>	<p>-Group work: Students research the education system of the target culture / cultures and the US.</p> <ul style="list-style-type: none"> <li>-The groups compare the education systems.</li> <li>-The groups orally share their findings with their classmates</li> <li>-Whole class discussion: summary on the comparison of the education systems.</li> <li>-Online / textbook information on the education systems</li> <li>-Venn diagram for comparing the systems</li> </ul>	<p>Teacher-provided notes / vocabulary reference list</p> <p>Additional time to submit work</p> <p>Strategic grouping of student for increased engagement</p>

<p><u>7.1.NM.IPRES.1</u></p> <p>WALT identify simple familiar phrases in materials related to targeted themes</p>	<p>Phrase / Sentence writing</p> <p>Picture prompts</p> <p>Online interactive resources: quizlet, kahoot, quizziz</p>	<p>Picture identification</p> <p>written work</p>	<ul style="list-style-type: none"> <li>-Write short phrases/simple sentences to show likes and dislikes for school subjects.</li> <li>-Use pictures as prompts, the words for like, love and dislike in writing.</li> <li>-Interactive games on school subjects.</li> <li>-Vocabulary on school subjects</li> </ul>	<p>Checking for understanding periodically</p> <p>Teacher provides pictures as writing prompts</p> <p>Teacher-provided notes / vocabulary reference list</p>
<p><u>7.1.NM.IPERS.1</u></p> <p>WALT use memorized phrases to request and provide information by asking and answering simple, practiced questions.</p>	<p>Information gap</p> <p>Conversations</p> <p>Partner/Group activity</p>	<p>Teacher observations</p> <p>conversations</p> <p>Comprehension</p>	<ul style="list-style-type: none"> <li>-Do Now: Do a short information gap activity using the vocabulary on school subjects.</li> <li>-Students create conversations to express opinions on school subjects.</li> <li>-Teacher guidelines on conversations.</li> </ul>	<p>Teacher-provided notes / vocabulary reference list</p> <p>Additional time to submit work</p> <p>Modify requirements for the conversations</p>
<p><u>7.1.NM.IPERS.4</u></p> <p>WALT give and follow oral and written requests by participating in a cultural activity.</p>	<p>Pair-share</p> <p>Conversations</p> <p>Clocks /pictures</p>	<p>Speaking activity</p> <p>Writing activity</p> <p>Teacher observations</p>	<ul style="list-style-type: none"> <li>-Discuss telling the time in the target language.</li> <li>-Using different clocks, students ask and tell the time.</li> <li>-Each pair of students will be assigned specific target countries.</li> <li>-Orally and in writing, students ask for and tell the time (real</li> </ul>	<p>Visual aids</p> <p>Teacher notes on telling the time</p> <p>Number vocabulary reference sheet</p>

<p><u>7.1.NM.IPRET.4</u></p> <p>WALT read and report on short messages in culturally authentic materials.</p>	<p>Reading</p> <p>Illustration of concept</p> <p>A chart for school schedules</p>	<p>Reading</p> <p>Student participation</p> <p>Completed school schedules</p>	<p>time) in their assigned target countries.</p> <p>-Teacher-generated PowerPoint</p> <p>-Teacher notes/textbook vocabulary on telling the time</p>	
<p><u>7.1.NM.PRSNT.1</u></p> <p>WALT present basic personal information and activities using memorized words, phrases on targeted themes.</p>	<p>Individual task</p> <p>A chart for creating school schedules</p>	<p>Written presentations</p> <p>Oral presentations</p> <p>Student participation</p>	<p>-Read a short paragraph pertinent to school schedules in a target country / target countries.</p> <p>-Use the information in the paragraph to complete a blank school schedule chart.</p> <p>-Online/ textbook paragraph on school schedules in target country/ countries.</p> <p>-A blank school schedule chart / worksheet</p> <p>-Students create their current school schedule in the target language.</p> <p>-Students orally present their schedules</p> <p>-Teacher guidelines on creating the schedules</p>	<p>Checking for understanding</p> <p>Addition time to complete task</p> <p>Guided reading</p>
<p><u>7.1.NM.IPRET.3</u></p> <p>WALT identify familiar objects in daily life based on simple written descriptions.</p>	<p>Picture identification</p> <p>Electronic vocabulary game</p>	<p>Identification of school supplies</p> <p>Completed fill-in-the-gap activity</p>	<p>-Use pictures to identify school supplies with colors.</p> <p>-Discuss the use of definite and indefinite articles</p>	<p>Checking for understanding</p> <p>Addition time to complete task</p> <p>Provide options for oral presentations</p> <p>Picture prompt</p> <p>A word bank</p>



			<ul style="list-style-type: none"> <li>-Play “guess what” game</li> <li>-Complete a fill-in-the-gap activity using vocabulary on school supplies.</li> <li>-Vocabulary on school supplies</li> <li>-Textbook / Teacher-generated PowerPoint</li> <li>-Using visual aids, orally identify classroom furniture.</li> <li>-Do a listening activity using vocabulary on classroom furniture.</li> <li>-A video / Recorded messages on classroom furniture.</li> <li>-Listening worksheet</li> </ul>	
<p><u>7.1.NM.IPRES.1</u> WALT identify familiar objects in daily life based on simple oral descriptions.</p>	<p>Auditory Spatial visual aids</p>	<p>Identification of classroom furniture Exit ticket</p>	<ul style="list-style-type: none"> <li>-Discuss how to express what one needs and the prices of items.</li> <li>-Group task: create a conversation based on shopping for school supplies.</li> <li>-Role-play the conversation</li> <li>-Teacher-prepared guidelines for the conversation</li> </ul>	<p>Do the listening activity at a slower pace Checking for understanding periodically Additional time to submit work Teacher provides pictures / other visual aids</p>
<p><u>7.1.NM.IPERS.2</u> WALT share basic needs on familiar topics using short memorized sentences practiced in class.</p>	<p>Group Activity Role-play</p>	<p>Teacher observations and circulation Hand gestures Conversations</p>		<p>Checking for understanding periodically Vocabulary reference sheet Modified required length and details of the conversation</p>

<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write phrases, simple guided texts on familiar topics.</p>	<p>Picture identification / visual aids</p> <p>Guided texts / fill in the gap activity</p> <p>Pair speaking</p>	<p>Short skits</p> <p>Written responses</p> <p>Picture identification</p>	<p>-Vocabulary list on school supplies and classroom furniture</p> <p>-Discuss the use of prepositions of place.</p> <p>-Pair speaking( turn and talk to a partner): describe the location of various objects in the classroom using prepositions of place.</p> <p>-Using pictures as prompts and prepositions, students write simple sentences to complete a text.</p> <p>-Vocabulary on prepositions</p> <p>-Teacher-prepared PowerPoint</p>	<p>Vocabulary reference sheet</p> <p>Pictures/Visual aids</p> <p>Additional time to submit work</p>
<p><u>7.1.NM.PRSNT.5</u></p> <p>WALT present information from culturally authentic materials in writing.</p>	<p>Project-based learning</p>	<p>Visualization</p> <p>Design of ideal classroom</p>	<p>-Design an ideal classroom, label all the objects and show the location of objects using prepositions.</p> <p>-Electronic design / Paper design</p> <p>- Vocabulary of classroom objects</p>	<p>Vocabulary reference sheet</p> <p>Provide options to present work</p> <p>Additional time to submit work</p>

<p><b>Formative Assessment Suggestions:</b></p> <p>What do sports and leisure activities reveal about a culture?</p> <p>Formative Assessment: Students will engage in a group discussion analyzing the significance of sports and leisure activities in the target culture. They will discuss how these activities reflect cultural values, traditions, and social dynamics. Peers provide feedback on insights and critical thinking.</p> <p>What differences and similarities are there between target cultures and the US with regards to school systems?</p> <p>Formative Assessment: Students will participate in a group research activity comparing the school systems of the target culture and the United States. They will present their findings, and peers provide feedback on the depth of research, understanding of key differences and similarities, and presentation skills.</p> <p>How does education shape individuals and societies?</p> <p>Formative Assessment: Students will engage in a Socratic seminar discussing the impact of education on individuals and societies in the target culture. Peers provide feedback on the depth of insights, critical thinking, and ability to connect educational practices to broader societal implications.</p> <p>What differences and similarities are there between target cultures and the US with regards to telling/expressing time?</p> <p>Formative Assessment: Students will participate in a role-playing activity where they practice telling and expressing time in the target language. Peers provide feedback on language accuracy, cultural appropriateness, and understanding of time-related expressions</p>			<p>Reduce the number of questions</p> <p>Extended time to complete quiz</p> <p>Reduce / remove questions that are distractors</p>
<b>Summative Assessments</b>			
<p>What do sports and leisure activities reveal about a culture?</p>			<p>Reduce the number of questions</p> <p>Extended time to complete test</p>

<p>Summative Assessment: Students will create a visual presentation or essay exploring the role of sports and leisure activities in the target culture. The assessment will evaluate their understanding of cultural nuances, the significance of specific activities, and their ability to express these ideas coherently.</p> <p>What differences and similarities are there between target cultures and the US with regards to school systems?</p> <p>Summative Assessment: Students will write a comprehensive essay or create a visual presentation highlighting the key differences and similarities between the school systems of the target culture and the United States. The assessment evaluates their analytical skills, cultural understanding, and ability to communicate effectively.</p> <p>How does education shape individuals and societies?</p> <p>Summative Assessment: Students will write a reflective essay analyzing how education shapes individuals and societies in the target culture. The assessment focuses on the depth of analysis, cultural understanding, and clarity of expression.</p> <p>What differences and similarities are there between target cultures and the US with regards to telling/expressing time?</p> <p>Summative Assessment: Students will create a comparison chart or presentation highlighting the differences and similarities in telling and expressing time between the target culture and the United States. The assessment evaluates their understanding of cultural nuances and effective communication of these differences</p>	<p>Reduce / remove questions that are distractors</p>
<p><b>Interdisciplinary Connections</b></p>	
<p>What do sports and leisure activities reveal about a culture?</p> <p>Lesson: Cultural Insights through Sports and Leisure</p>	

Physical Education: Explore the historical and cultural roots of popular sports and leisure activities in the target culture and the US. Analyze how these activities reflect societal values.

Sociology: Study the social dynamics and rituals associated with sports and leisure activities. Discuss the impact on community building and identity within a culture.

Visual Arts or Creative Writing: Create art or written pieces that depict the cultural significance of sports and leisure activities, emphasizing symbolism and cultural expressions.

2. What differences and similarities are there between target cultures and the US with regards to school systems?

Lesson: Comparative Education Systems

Education Studies: Examine the organizational structures and philosophies of school systems in the target culture(s) and the US. Discuss differences and similarities in teaching methodologies and educational goals.

Mathematics and Statistics: Collect and analyze data on key educational indicators (such as literacy rates, graduation rates, etc.) to compare and contrast educational outcomes between the target culture(s) and the US.

Cultural Studies: Investigate how cultural values are reflected in educational curricula and school policies. Discuss the impact on students' perspectives and societal norms.

3. How does education shape individuals and societies?

Lesson: The Societal Impact of Education

History: Explore historical examples of how education has shaped individuals and societies in the target culture(s) and the US. Discuss the role of education in cultural, social, and economic development.

Psychology: Analyze psychological theories on how education influences cognitive and social development. Discuss the long-term impact of educational experiences on individuals.

Creative Expression (Art, Literature, etc.): Create artistic projects or written pieces that depict the transformative power of education on individuals and societies.

4. What differences and similarities are there between target cultures and the US with regards to telling/expressing time?

Lesson: Cultural Perspectives on Time

Mathematics and Physics: Explore cultural differences in time measurement systems and calendars. Discuss how these differences reflect historical and cultural perspectives.

Language Arts: Study idioms and expressions related to time in the target language and compare them to English expressions. Discuss how language shapes cultural perceptions of time.

Technology: Investigate the historical development of timekeeping devices and calendars in different cultures. Create presentations or projects showcasing cultural contributions to timekeeping.

**Unit Title: Descriptions: Physical and Personality Descriptions, Family, Professions and Trade, Clothes**

**Grade Level: 9-12**

**Timeframe: 9 Weeks**

**Guiding Questions**

- What differences and similarities are there between target cultures and the US with regards to describing oneself and others?
- How does the concept of family in target countries differ from the US?
- What is the nature of family relationships in other cultures?
- How do clothing outfits portray world cultures?

**Standards**

**Proficiency Level: Novice Mid**

**Modes of Communication/Core Ideas (WWBAT)**

**Interpretive**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.*
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT interpret meaning from reading materials.

**Interpersonal**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.*
- WWBAT communicate in the target language.
- WWBAT exchange information through conversations.

WWBAT negotiate meanings through conversations.

### **Presentational**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.*
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.*
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.*

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

### **Intercultural Statements (WWBAT)**

WWBAT recognize a few products related to everyday life in the target language.  
WWBAT identify a few products related to everyday life in the target language.  
WWBAT recognize a few products related to everyday life in the learner's own culture.  
WWBAT identify a few products related to everyday life in the learner's own culture.  
WWBAT recognize a few 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.

### **Highlighted Career Ready Practices and 21<sup>st</sup> 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**

In this unit, students describe people and things using simple adjectives. 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 simple grammatical aspects will be taught in the context of the topics discussed- physical and personality descriptions, family, professions and trade, clothes. Word banks, textbook 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 lessons to be implemented.

	<p><b>Online Resources:</b>  <a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0">https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0</a>  <a href="https://www.languageguide.org/">https://www.languageguide.org/</a></p> <p>Google search from target country, example Google France <a href="http://www.Google.fr">www.Google.fr</a></p> <p>Wordle</p> <p>T'es branché? 2E</p> <p>¡Qué chévere! 2e</p> <p>Deutsch So Aktuell 8e</p> <p><b>Websites:</b>  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="https://conjuguemos.com">https://conjuguemos.com</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.youtube.com">www.youtube.com</a></p> <p><b>Additional Teacher Resource:</b>  <a href="https://www.fluentu.com/blog/educator/mfl-games/">https://www.fluentu.com/blog/educator/mfl-games/</a></p>
	<p><b>Pre-assessment</b>  Teacher-generated question and answer sheet based on content materials from unit 2. The questions will include basic self introduction and basic grammar that students learned in unit 2.</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) <a href="#">See link for additional modifications</a>
<p><u>7.1.NM.PRSNT.4</u> WALT write simple guided texts on familiar topics.</p>	<p>Individual writing Picture prompts</p>	<p>-Do Nows -Exit tickets -Students' written descriptions</p>	<p>-Discuss expressions and phrases for simple physical descriptions. -Use pictures as prompts to do physical descriptions. -Students write simple sentences about their physical descriptions. Teacher-prepared/textbook vocabulary on physical descriptions.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides writing guidelines Teacher provides a vocabulary reference sheet</p>
<p><u>7.1.NM.PRSNT.4</u> WALT write simple guided texts on familiar topics.</p>	<p>Individual writing Picture prompts</p>	<p>-Do Nows -Exit tickets -Students' written descriptions</p>	<p>-Discuss expressions and phrases for character/personality physical descriptions. -Use picture prompts to do personality descriptions -Students write simple sentences about their character / personality descriptions. Teacher-prepared / textbook vocabulary on character / personality descriptions.</p>	<p>Checking for understanding periodically Additional time to submit work Teacher provides writing guidelines Vocabulary reference sheet</p>

<p><u>7.1.NM.IPRET.4</u></p> <p>WALT report on short messages that are heard.</p>	<p>Auditory: Listening activity</p> <p>Word Associations</p>	<p>-Written responses</p> <p>-Oral responses</p> <p>-Exit tickets</p>	<p>-Listening activity: Students listen to short conversations, they write down the physical and personality descriptions they hear, then they will orally report on what they heard.</p> <p>-Teacher-generated PowerPoints</p> <p>-Online / textbook listening material associated with descriptions</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Do the listening activity at a slower pace</p> <p>Word bank</p>
<p><u>7.1.NM.PRSNT.5</u></p> <p>WALT present information in writing from culturally authentic materials.</p>	<p>Partner activity</p> <p>Collaboration</p> <p>Discussion</p>	<p>-Description of famous /influential figures</p> <p>-Partner Task</p> <p>-Students' written descriptions</p>	<p>-Partner work: Students choose famous people from the target culture who have contributed positively to the society. They use simple phrases/sentences to write about the physical and character/personality descriptions of their chosen famous people.</p> <p>-Teacher-generated guidelines/examples</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides guidelines for partner task</p> <p>Strategic pairing of student for increased engagement</p>
<p><u>7.1.NM.IPRET.1</u></p> <p>WALT identify familiar words and phrases in materials related to targeted themes.</p>	<p>Cloze reading</p> <p>Venn diagram</p>	<p>-Written work</p> <p>-Completed texts</p> <p>-Match up activity</p>	<p>-Discuss the differences in the use of singular, plural, masculine, feminine and gender neutral form of adjectives</p> <p>-Do match up activity with the adjectives.</p>	<p>Checking for understanding periodically</p> <p>Provide a vocabulary bank</p> <p>Modified reading material</p>

			<p>-Complete a cloze reading activity using appropriate adjectives.</p> <p>Worksheets: Teacher-made / workbooks</p>	
<p><u>7.1.NM.IPRET.3</u></p> <p>WALT identify people based on oral and written description.</p>	<p>Listening activity</p> <p>Reading</p>	<p>-Completed fill-in-the-blank activity</p> <p>-Completed family tree reading task</p> <p>-Exit tickets</p>	<p>-Discuss vocabulary on members of the family</p> <p>-Watch a video/listen to a conversion based on members of the family.</p> <p>-Read short texts and use the information to complete a blank family tree template.</p> <p>-Fill-in-the-blank activity</p> <p>-Online / workbook worksheet</p> <p>-Teacher / textbook vocabulary on family</p>	<p>Vocabulary reference sheet</p> <p>Do the listening activity at a slower pace</p> <p>Guided reading</p>
<p><u>7.1.NM.PRSNT.5</u></p> <p>WALT present information in writing from culturally authentic materials.</p>	<p>Individual activity</p> <p>Project-based learning</p>	<p>Teacher Observation</p> <p>Completed diagrams of family trees</p>	<p>-Student create their real or made-up family trees with required information.</p> <p>-Oral presentation of the family trees</p> <p>-Electronic diagrams or charts / construction paper for family tree design</p>	<p>Vocabulary reference sheet</p> <p>Flexible options for project presentation</p> <p>Additional time to submit work</p>

<p><u>7.1.NM.PRSNT.1</u></p> <p>WALT present basic personal information, using memorized simple sentences on targeted themes.</p>	<p>Picture identification</p> <p>Listening activity</p> <p>Simple sentence writing</p>	<p>Oral and written identifications</p> <p>Written and spoken sentences</p>	<p>-Use picture to identify common pets/domestic animals</p> <p>-Use various sounds in identifying domestic animals</p> <p>-Students produce simple sentences about their own pets/domestic animals, then, they orally present their work.</p> <p>-Online/ textbook listening material</p> <p>-Electronic / paper worksheet for writing task</p>	<p>Checking for understanding periodically</p> <p>Picture prompts / other visual aids</p> <p>Provide a word bank</p>
<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write simple guided texts on familiar topics.</p>	<p>Think-Pair-Share</p> <p>Discussions</p> <p>Reading</p>	<p>Do Nows</p> <p>Completed texts</p> <p>Oral explanations to completed texts</p>	<p>-Students work in pairs: Do nows based on descriptions discussed</p> <p>-Discuss the use of possessive adjectives</p> <p>-Students use possessive adjectives to complete guided texts.</p> <p>-Teacher-generated PowerPoint</p> <p>-Students orally share their work with their classmates.</p> <p>Teacher-prepared text / textbook text / workbooks</p>	<p>Vocabulary reference sheet</p> <p>Modified texts</p> <p>Guided-reading of texts</p>

<p><u>7.1.NM.IP.ET.4</u> WALT report on messages that are heard or read in authentic materials.</p>	<p>Auditory/ viewing Reading Discussions</p>	<p>Short written reports Picture identification Exit tickets</p>	<p>-Discuss vocabulary on professions and trade -Identify professions using picture prompts -Report on information heard in videos / conversations. -Use context clues in reading materials to identify various trades/professions -Online or textbook video / listening conversation -Reading texts / short articles -A vocabulary list on professions and trade</p>	<p>Checking for understanding periodically A vocabulary list on professions and trade Guided reading Do listening at a slower pace</p>
<p><u>7.1.NM.IP.ET.1</u> WALT identify and show categories of words in resources related to targeted themes.</p>	<p>Gestures Categorizing words Partner work</p>	<p>Teacher observation Completed graphic organizer</p>	<p>-Partner work: Use hand gestures to identify various occupations -Discuss the differences in the use of singular, plural, masculine, feminine and gender neutral form of occupations -Use a graphic organizer to categorize assigned lists of occupations -Teacher-generated / online /textbook graphic organizer</p>	<p>Checking for understanding periodically Additional time to submit work Break task into smaller sections</p>

<p><u>7.1.NM.IPERS.1</u></p> <p>WALT request and provide information by asking and answering simple, practiced questions, using memorized phrases.</p>	<p>Partner /small group activity</p> <p>Skits</p>	<p>Teacher observations</p> <p>written and spoken conversations / skits</p>	<p>-Teacher /textbook notes</p> <p>-Discuss in simple terms the workplace of various occupations.</p> <p>-Discuss some reasons for one's choice of profession /trade</p> <p>-Students create a skit in which they ask and respond to questions about their preference for professions or trade and the reasons for their preferences.</p> <p>-Teacher provides guidelines for partner/group task</p>	<p>Teacher provides guidelines for partner/group task</p> <p>Strategic pairing / grouping of student for increased engagement</p> <p>Provide a vocabulary reference sheet</p> <p>Additional time to complete skits</p>
<p><u>7.1.NM.IPERS.2</u></p> <p>WALT use words and phrases on familiar topics to share basic needs.</p>	<p>Match-up activity</p> <p>Listening activity</p> <p>Pictures for identification</p>	<p>Picture identification</p> <p>Completed match-up task</p> <p>Written descriptions of clothes</p>	<p>-Identify clothes and basic colors</p> <p>-Use pictures and word banks to do a match up activity</p> <p>-Listen to clothing vocabulary used in sentences and choose the corresponding pictures.</p> <p>-Use short phrases to describe appropriate clothes that one needs for various occasions.</p> <p>-Orally, students share their descriptions with their classmates.</p>	<p>-Teacher /textbook notes</p> <p>-Pictures and other visual aids</p> <p>-Provide a vocabulary reference sheet</p> <p>-Teacher notes</p> <p>-Provides examples of writing</p>



			<p>-Teacher-generated worksheet / online / workbook</p> <p>-Teacher-generated PowerPoint</p> <p>-Vocabulary list on clothes</p>	
<p>7.1.NM.PRSNT.5</p> <p>WALT present information from culturally authentic materials orally and in writing.</p>	<p>Authentic magazines</p> <p>Hands-on activity</p>	<p>Do Nows</p> <p>Written descriptions</p> <p>Oral descriptions</p>	<p>-Do nows to recall various words for description discussed in class</p> <p>-Students will cut out photos of people from appropriate magazines and paste them onto construction / lined papers.</p> <p>-Students write a physical description of the photos including the clothes.</p> <p>-Students orally present their descriptions.</p> <p>-Authentic magazines</p> <p>-Teacher-prepared / textbook vocabulary on clothes</p>	<p>-Vocabulary bank</p> <p>-Differentiate assigned photos based students' ability</p> <p>-Provide options for presentations</p>
<p>7.1.NM.PRSNT.5</p> <p>WALT present information from culturally authentic materials in writing.</p>	<p>Discovery learning</p> <p>A graphic organizer</p>	<p>Written work</p> <p>Completed graphic organizer</p>	<p>-Students will be assigned an imaginary amount of money in the target currency. They will use the money to shop online for clothing items.</p>	<p>Checking for understanding periodically</p> <p>Vocabulary on clothing items</p> <p>Provide visual aids</p> <p>Additional time to submit work</p>

			<ul style="list-style-type: none"> <li>-Students use a graphic organizer to present details of their shopping.</li> <li>-Provide guidelines to the task and directions on students' "budget".</li> <li>-Provide links to clothing stores in target culture(s).</li> <li>-A graphic organizer</li> </ul>	
<p><u>7.1.NM.IPRET.4</u></p> <p>WALT report on the content of messages that are read in culturally authentic materials.</p>	<p>Discovery learning</p> <p>Partner activity</p> <p>Venn diagram</p>	<p>Written reports</p> <p>Oral reports</p>	<ul style="list-style-type: none"> <li>-Students work with their partners</li> <li>-Students research the traditional clothes from their assigned target countries and compare their information to the type of clothes seen in the US.</li> <li>-Students use a venn diagram to report on their findings.</li> <li>-They orally share their findings.</li> <li>-Teacher-made / online/ workbook venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary reference sheet</li> <li>-Strategic pairing of student for increased engagement</li> <li>-Additional time to submit work</li> </ul>
<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write simple guided texts on familiar topics.</p>	<p>"Guess who" game</p> <p>Online learning games</p> <p>Verb and vocabulary cutouts</p>	<p>Do Nows</p> <p>Interactive games</p> <p>Sentence formation</p>	<ul style="list-style-type: none"> <li>-Do Now: Use descriptions of clothes to determine members of the class being described.</li> <li>-Discuss the use of the verb "to wear" in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>-Verb Chart</li> <li>-Picture prompts</li> <li>-Teacher notes</li> </ul>

				<p>-Computer-based interactive activity using the verb “to wear”</p> <p>-Use vocabulary and verb cutouts to form sentences.</p> <p>-Electronic / paper worksheet for sentence writing</p> <p>-Online interactive resources-quizlet, kahoot, quizzes</p>	
<p><b>Formative Assessment Suggestions:</b></p> <p>What differences and similarities are there between target cultures and the US with regards to describing oneself and others?</p> <p>Formative Assessment: Students will engage in a small group activity where they discuss and compare cultural norms and nuances related to describing oneself and others in the target culture and the United States. Peers provide feedback on cultural awareness, language use, and the understanding of social dynamics.</p> <p>How does the concept of family in target countries differ from the US?</p> <p>Formative Assessment: Students will participate in a class discussion exploring the concept of family in the target culture and the United States. They will share insights, and the teacher provides feedback on cultural understanding, critical thinking, and effective communication.</p> <p>What is the nature of family relationships in other cultures?</p> <p>Formative Assessment: Students will analyze case studies or scenarios depicting family relationships in various target cultures. In groups, they discuss cultural influences on family dynamics and relationships. Peer feedback focuses on the depth of analysis and cultural insights.</p>					
					<p>Reduce the number of questions</p> <p>Extended time to complete quiz</p> <p>Reduce / remove questions that are distractors</p>

<p>How do clothing outfits portray world cultures?</p> <p>Formative Assessment: Students will engage in a creative project where they design and present clothing outfits inspired by different world cultures. Peers provide feedback on the cultural accuracy of the outfits, presentation skills, and the ability to express cultural influences through clothing.</p>	
<b>Summative Assessments</b>	
<p>What differences and similarities are there between target cultures and the US with regards to describing oneself and others?</p> <p>Summative Assessment: Students will create a comparative essay or multimedia presentation that explores the differences and similarities between how individuals describe themselves and others in the target culture and the United States.</p> <p>How does the concept of family in target countries differ from the US?</p> <p>Summative Assessment: Students will write a research paper or create a visual presentation comparing the concept of family in the target culture to that in the United States.</p> <p>What is the nature of family relationships in other cultures?</p> <p>Summative Assessment: Students will create a multimedia project or presentation that explores the nature of family relationships in various target cultures.</p> <p>How do clothing outfits portray world cultures?</p> <p>Summative Assessment: Students will present a fashion show or create a portfolio showcasing clothing outfits inspired by different world cultures.</p>	<p>Reduce the number of questions</p> <p>Extended time to complete test</p> <p>Reduce / remove questions that are distractors</p>
<b>Interdisciplinary Connections</b>	

What differences and similarities are there between target cultures and the US with regards to describing oneself and others?

Lesson: Cross-Cultural Communication and Psychology

Language Arts: Analyze cultural variations in self-descriptions and interpersonal communication styles in literature or real-life scenarios. Discuss how cultural norms influence language use.

Psychology: Explore cultural psychology and the impact of cultural backgrounds on self-perception and communication styles. Discuss how personality traits may be perceived differently in various cultures.

Visual Arts or Multimedia Design: Create visual representations or multimedia presentations that illustrate the cultural nuances in self-expression and describing others. Explore how body language and non-verbal cues differ across cultures.

2. How does the concept of family in target countries differ from the US?

Lesson: Comparative Family Structures and Societal Values

Sociology or Anthropology: Examine the structure of families in the target culture(s) and the US. Discuss societal norms, roles, and expectations within family units.

Creative Writing or Literature: Read literature or stories from the target culture(s) that highlight family dynamics. Discuss the cultural values and traditions portrayed in family narratives.

Visual Arts or Photography: Create visual projects or photo essays that depict family life in the target culture(s). Discuss the symbolism of family artifacts and settings.

3. What is the nature of family relationships in other cultures?

Lesson: Cultural Perspectives on Family Dynamics

Counseling or Social Work: Explore the role of family dynamics in mental health and well-being. Discuss how cultural factors influence the understanding and treatment of family-related issues.

Cultural Studies: Analyze cultural representations of family relationships in media and literature. Discuss how these representations shape societal perceptions and expectations.

Theater or Drama: Engage in role-playing activities to explore and understand various family scenarios in the target culture(s). Discuss the cultural contexts influencing family relationships.

4. How do clothing outfits portray world cultures?

Lesson: Fashion, Culture, and Identity

Fashion Design or Textiles: Study traditional clothing and attire from the target culture(s) and the US. Discuss the cultural significance of clothing choices and designs.

History: Explore the historical evolution of clothing styles in different cultures. Discuss how historical events and social changes influence fashion trends.

Global Studies or Geography: Investigate the impact of globalization on fashion and how clothing can serve as a form of cultural expression. Discuss the appropriation of cultural attire and the importance of cultural sensitivity.

**Unit Title: In Town and At Home : Shopping, At The Restaurant, At Home, Global Issues**

**Grade Level: 9-12**

**Timeframe: 9 Weeks**

**Guiding Questions**

- What cultural differences and similarities are there between target culture and the US with regards to how, where and what people eat?
- How is shopping in target cultures different from the US?
- What makes a house a home?
- How does housing in target culture(s) differ from the US?
- How do people maintain a healthy environment and climate?

**Standards**

**Proficiency Level: Novice Mid**

**Modes of Communication/Core Ideas (WWBAT)**

**Interpretive**

*7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.*

*7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.*

*7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.*

*7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.*

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading materials.

**Interpersonal**

*7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.*

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  
7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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

### **Presentational**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  
7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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

### **Intercultural Statements (WWBAT)**

WWBAT recognize a few products related to everyday life in the target language.  
WWBAT identify a few products related to everyday life in the target language.  
WWBAT recognize a few products related to everyday life in the learner's own culture.  
WWBAT identify a few products related to everyday life in the learner's own culture.  
WWBAT recognize a few 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.

### **Highlighted Career Ready Practices and 21<sup>st</sup> 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

<b><u>Instructional Plan</u></b>	
	<p>In this unit, students discuss topics about the home and activities that take place in town. Do Nows, exit tickets and teacher observations will be regularly 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. Simple</p>

grammatical aspects will be taught in the context of the topics discussed- shopping, at the restaurant, at home and global issues. Word banks, textbook 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, reading, listening, speaking and written activities, quizzes, tests and projects. Some activities may be implemented in one lesson, others may take several lessons 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**

**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**

T'es branché? 2E

¡Qué chévere! 2e

Deutsch So Aktuell 8e

**Websites:**

[www.123teachme.com](http://www.123teachme.com)

<https://conjuguemos.com>

[www.quizlet.com](http://www.quizlet.com)

[www.kahoot.com](http://www.kahoot.com)

[www.youtube.com](http://www.youtube.com)

### Pre-assessment

Teacher-generated question and answer sheet based on content materials from unit 3. The questions will include various descriptions and basic grammar that students learned in unit 3.

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>
7.1.NM.PRSNT.5 WALT present information from age- and level-appropriate, culturally authentic materials.	Visual / spatial Map for writing work Pair-share	Written work Exit Ticket	-Discuss vocabulary on locations/buildings in a town. -Pair work: Using a virtual / paper map of a town, students present in writing various locations/buildings in a town. -Students orally share their work with their classmates. -Teacher-prepared / textbook vocabulary on locations /buildings	Visual aid Vocabulary reference sheet Strategic pairing of student for increased engagement

<p><u>7.1.NM.IPERS.1</u></p> <p>WALT request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<p>Conversations</p> <p>Partner activity</p>	<p>Teacher observations</p> <p>Conversations</p>	<p>-Do Now: Work with a partner, compare cities in target cultures and cities in the US.</p> <p>-Create a conversation based on locations /buildings and their purposes. Through questions and answers, students express activities that take place in various buildings / at various locations.</p> <p>-Teacher-prepared / textbook questions pertinent to buildings / locations.</p>	<p>Checking for understanding periodically</p> <p>Task broken into smaller sections</p> <p>Strategic pairing of student for increased engagement</p>
<p><u>7.1.NM.IPRET.3</u></p> <p>WALT identify familiar places in daily life based on simple written descriptions.</p>	<p>Picture Prompts</p> <p>Discussions</p>	<p>Identification of Types of shops</p> <p>Exit ticket</p>	<p>-Discuss vocabulary on shops and shopping.</p> <p>-Discuss cultural aspects of shopping and naming shops in target culture(s).</p> <p>-Using pictures as prompts, identify various types of shops in writing.</p> <p>-Teacher-generated PowerPoint</p> <p>-Vocabulary list on shops and shopping</p>	<p>Checking for understanding periodically</p> <p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p>

<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write words or simple guided texts on familiar topics.</p>	<p>Close reading</p> <p>Read-write</p> <p>Games</p>	<p>Do Now</p> <p>Written texts</p>	<p>-Do Now: A short guessing game using previous vocabulary on shops.</p> <p>-Discuss types of shops in target cultures and the US.</p> <p>-Do a cloze reading activity using vocabulary on shops and typical items sold in the shops.</p> <p>-Cloze reading worksheet</p> <p>-Vocabulary on shops/shopping</p>	<p>Guided reading</p> <p>Provide vocabulary reference sheet</p>
<p><u>7.1.NM.IPERS.3</u></p> <p>WALT express preferences using simple memorized sentences that are supported by gestures and visuals.</p>	<p>Role-play</p> <p>Gestures</p> <p>Discussions</p> <p>Visual aids</p>	<p>Teacher observations</p> <p>Conversations</p> <p>Student participation</p>	<p>-Discuss expressions for shopping for fruits and vegetables as well as quantities.</p> <p>-Students create a conversation in which they shop for fruits and vegetables at the farmers' market / outdoor market.</p> <p>-Students role-play the conversation.</p> <p>-Teacher-prepared guidelines for the conversation</p> <p>-Vocabulary list on types of shops and shopping</p>	<p>Provide visual aids</p> <p>Vocabulary reference sheet</p> <p>Modify required details in conversation</p>

<p><u>7.1.NM.IPRET.4</u></p> <p>WALT report on the content of short messages that are heard in culturally authentic materials.</p>	<p>Auditory: listening</p> <p>Visual aids</p>	<p>Written responses</p> <p>Picture identification</p>	<p>-Identify various food items and drinks.</p> <p>-Using visual aids, students do a listening task on fast food and other restaurant meals.</p> <p>-A conversation / a video on food and drinks for the listening activity</p> <p>-A vocabulary on food and drinks</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.NM.IPERS.1</u></p> <p>WALT use memorized phrases to request and provide information by asking and answering simple, practiced questions.</p>	<p>Information gap</p> <p>Conversations</p> <p>Partner/Group activity</p>	<p>Teacher observations</p> <p>conversations</p> <p>Comprehension</p>	<p>-Do Now: Do a short information gap activity using the vocabulary on food and drink.</p> <p>-Students create conversations in which they order food and drinks in a restaurant.</p> <p>-Students role-play the conversations.</p> <p>-Teacher guidelines on conversations.</p>	<p>Teacher-provided notes / vocabulary reference sheet</p> <p>Additional time to submit work</p> <p>Modify requirements for the conversations</p> <p>Provide a word bank</p>
<p><u>7.1.NM.PRSNT.4</u></p> <p>WALT write phrases or simple guided texts on familiar topics.</p>	<p>Picture prompt for writing</p> <p>Electronic/interactive verb games</p>	<p>Student's written work</p> <p>Student participation</p>	<p>-Using pictures as prompts, students write phrases and simple sentences using the verbs "to sell, to eat and to drink".</p> <p>-Teacher generated PowerPoints based on the verb "to sell, to eat and to drink"</p>	<p>Checking for understanding periodically</p> <p>Delivery of instruction in multiple ways</p> <p>Additional time to submit work</p>

			<p>-Play interactive verb games</p> <p>-Verb Chart</p> <p>-Electronic / paper worksheet for writing</p> <p>-Online interactive resources-quizlet, kahoot, quizzes</p>	<p>Teacher provides pictures / other visual aids</p> <p>Provide verb charts</p>
<p><u>7.1.NM.IP.1</u></p> <p>WALT identify familiar words contained in culturally authentic materials and other resources related to targeted themes.</p>	<p>Venn diagram</p> <p>Picture Identification</p> <p>Listening</p>	<p>Written work</p> <p>Completed venn diagram</p>	<p>-Use pictures to discuss types of houses.</p> <p>-Watch short videos / listen to presentations on types of houses.</p> <p>-Using a venn diagram, identify and compare the types of houses in the target country/countries and the US.</p>	<p>Additional time to submit work</p> <p>Teacher provides pictures / other visual aids</p> <p>Listen to presentations/ watch videos at a slower pace</p>
<p><u>7.1.NM.IP.4</u></p> <p>WALT report on the content of short messages that are heard in culturally authentic materials.</p>	<p>Auditory: listening</p> <p>Visual aids</p> <p>Sound identification</p>	<p>Written responses</p> <p>Sound identification</p>	<p>-Using visual aids, students identify various rooms in a house.</p> <p>-Using various sound and context clues, students do a listening task based on rooms in a house.</p> <p>-A conversation / a presentation on sounds that indicate house activities and rooms.</p> <p>-A vocabulary list on rooms in a house</p>	<p>Checking for understanding periodically</p> <p>Visual aids</p> <p>Additional time to submit work</p> <p>Word bank</p>

<p><u>7.1.NM.IPRES.1</u></p> <p>WALT identify familiar words contained in resources related to targeted themes.</p>	<p>Read-write</p> <p>Picture Identification</p> <p>Stations</p> <p>Group activity</p>	<p>Written work</p> <p>Teacher Observations</p>	<p>-Use pictures to discuss types of furniture and other items for various rooms in a house.</p> <p>Stations activity: Students, in groups, will read and complete fill-in-the-gap worksheets. Each station will focus on furniture and items for a particular room in a house.</p> <p>-Teacher-generated PowerPoint</p> <p>-Fill-in-the-gap worksheet</p>	<p>Checking for understanding periodically</p> <p>Teacher provides pictures for identification</p> <p>Vocabulary reference sheet</p>
<p><u>7.1.NM.IPRES.2</u></p> <p>WALT share basic needs on familiar topics using words, phrases and short sentences practiced in class.</p>	<p>Dialogues /Skits</p> <p>Hand Gestures</p>	<p>Teacher observations</p> <p>Completed dialogues/skits</p>	<p>-Create a skit about furniture / objects they have in their rooms and the items they need.</p> <p>-Perform the skits</p> <p>-Teacher-prepared / textbook guidelines on skits</p> <p>-Teacher / textbook notes on expressing needs</p>	<p>Teacher notes</p> <p>Word bank</p> <p>Provide options for speaking part of skits</p>
<p><u>7.1.NM.PRSNT.1</u></p> <p>WALT present basic personal information and activities using memorized words, phrases on targeted themes.</p>	<p>Project-based learning</p> <p>Hands-on activity</p> <p>Electronic / hand-made house designs</p>	<p>Electronic / hand-made house designs</p> <p>Student participation</p>	<p>-Students create their current or ideal home design /plan in the target language.The design will include rooms, furniture and other items as well as short descriptions.</p> <p>-Teacher guidelines on the house project</p>	<p>Checking for understanding</p> <p>Addition time to complete task</p> <p>Provide options for written and oral presentations</p>



<p><u>7.1.NM.IPRET.1</u></p> <p>WALT identify written words and simple sentences contained in resources related to targeted themes.</p>	<p>Interactive verb games</p> <p>Online interactive resources- (quizlet / kahoot / quizziz)</p> <p>Paper verb cutouts</p>	<p>Student's written sentences</p> <p>Teacher observation</p> <p>Student participation</p>	<p>-A vocabulary list on rooms and furniture in a house.</p> <p>-Students work individually or in groups. Using paper verb cutouts, they identify words related to the verb "to live". They form short sentences using the words from the paper cutouts.</p> <p>-Copy the formed sentences onto a worksheet.</p> <p>-Play electronic verb games.</p> <p>-Teacher-generated PowerPoints</p> <p>-Verb charts based on the present indicative tense the verbs "to live".</p> <p>-Electronic / paper verb cutouts</p> <p>-Online interactive resources- quizlet, kahoot, quizziz</p>	<p>Checking for understanding periodically</p> <p>Teacher provides pictures / other visual aids</p> <p>Verb charts</p> <p>Teacher-provided notes / vocabulary sheets</p>
<p><u>7.1.NM.IPRET.5</u></p> <p>WALT demonstrate comprehension of brief written messages found in short culturally authentic materials on global issues.</p>	<p>Survey</p> <p>Discussions</p> <p>Group activity</p>	<p>Oral responses</p> <p>Survey analysis</p>	<p>-Group task: The groups discuss how important technology is in their household.</p> <p>-The groups will analyze results of a survey on cell phone and internet use in the target country /countries.</p>	<p>Mixed ability grouping</p> <p>Guided reading of survey details</p> <p>Teacher notes</p>

			<p>-The groups prepare short comparative sentences about the Internet and cell phone use in the target country and the US.</p> <p>-Authentic online / textbook survey</p> <p>-Teacher notes /textbook notes on technology use</p> <p>-Vocabulary on simple words / phrases about cell phone / technology use.</p>	
<p><u>7.1.NM.PRSNT.5</u> WALT present information from culturally authentic materials.</p>	<p>Survey Discussions</p>	<p>Survey presentation</p>	<p>-Students interact with their classmates. They do a survey about their technology use-cell phone, Internet and social media.</p> <p>-Students orally analyze and present the result of the survey.</p> <p>-Teacher-generated points for the survey.</p> <p>-Online/ textbook vocabulary on simple words / phrases about cell phone / technology use.</p>	<p>Checking for understanding periodically</p> <p>Teacher provides pictures / other visual aids</p> <p>Break task into smaller sections</p>
<p><u>7.1.NM.PRSNT.6</u> WALT name tangible cultural products associated with climate change in</p>	<p>Picture Identification Labeling Discussion</p>	<p>Picture Identification and naming Exit ticket</p>	<p>-Discuss simple words and expressions associated with climate change.</p> <p>-Using pictures and other visuals</p>	<p>Checking for understanding periodically</p> <p>Teacher provides pictures / other visual aids</p>

the target country.			students name/label products / objects pertinent to climate change. -Workbook activity -Teacher-generated PowerPoint	Additional time to submit work
<u>7.1.NM.IPRET.4</u> Report on the content of short messages that are read in culturally authentic materials.	Read-write Group activity	Written responses Oral responses	-Read a short article / paragraph pertinent to environmental issues / climate change. -Discuss unfamiliar words / phrases. -The groups answer different questions on the article /paragraph. -The groups orally share and discuss their answers. -Online / textbook short article/ paragraph -Vocabulary reference sheet on the environment	Guided reading Mixed ability grouping Vocabulary reference sheet
<b>Formative Assessment:</b> What cultural differences and similarities are there between target culture and the US with regards to how, where and what people eat? Formative Assessment:				Reduce the number of questions Extended time to complete quiz Reduce / remove questions that are distractors

<p>Students will participate in a cultural exchange activity where they share and discuss eating habits, meal preferences, and dining practices in the target culture and the United States. Peers provide feedback on cultural awareness, communication, and understanding of social customs.</p> <p>How is shopping in target cultures different from the US?</p> <p>Formative Assessment: Students will conduct a group research project comparing shopping practices and customs in the target culture and the United States. They will present their findings, and peers provide feedback on the depth of research, cultural insights, and presentation skills.</p> <p>What makes a house a home?</p> <p>Formative Assessment: Students will engage in a reflective writing activity where they explore the cultural and personal factors that contribute to making a house a home. Peer feedback focuses on the depth of reflection, cultural awareness, and clarity of expression.</p> <p>How does housing in target culture(s) differ from the US?</p> <p>Formative Assessment: Students will analyze images or case studies depicting housing structures and styles in the target culture(s) and the United States. In small groups, they discuss cultural influences on housing design and construction. Peer feedback emphasizes the depth of analysis and cultural insights.</p> <p>How do people maintain a healthy environment and climate?</p> <p>Formative Assessment: Students will participate in a group discussion on environmental practices and climate-related behaviors in the target culture. They will share insights and observations, and peers provide feedback on cultural awareness, communication, and understanding of environmental issues</p>	
<b>Summative Assessments</b>	
<p>Reduce the number of questions</p> <p>Extended time to complete assessment</p>	<p>What cultural differences and similarities are there between target culture and the US with regards to how, where, and what people eat?</p>

Summative Assessment: Students will create a multimedia presentation or write an essay that explores the cultural differences and similarities in eating habits, meal preferences, and dining practices between the target culture and the United States.

How is shopping in target cultures different from the US?

Summative Assessment: Students will create a comparative analysis essay or presentation that examines the differences in shopping practices and customs between the target culture and the United States.

What makes a house a home?

Summative Assessment: Students will create a visual representation or multimedia project that explores the cultural and personal factors contributing to making a house a home.

How does housing in target culture(s) differ from the US?

Summative Assessment: Students will create a research paper or presentation that compares housing structures and styles in the target culture(s) to those in the United States.

How do people maintain a healthy environment and climate?

Summative Assessment: Students will develop and present a comprehensive plan or proposal outlining how people in the target culture maintain a healthy environment and address climate-related issues.

Reduce / remove questions that are distractors

### Interdisciplinary Connections

1. What cultural differences and similarities are there between target culture and the US with regards to how, where, and what people eat?

Lesson: Cultural Cuisine and Geography

Social Studies: Explore the geography of the target culture(s) and the United States, identifying the regions and how geography influences local cuisine.

Language Arts: Write descriptive essays comparing traditional dishes from the target culture and the US, emphasizing cultural significance.

Home Economics: Prepare and share a potluck featuring dishes from both the target culture and the US, fostering a cultural exchange.

2. How is shopping in target cultures different from the US?

Lesson: Global Market Exploration

Economics: Examine economic systems in the target culture(s) and the US, discussing the impact on consumer behavior and shopping practices.

Mathematics: Analyze exchange rates and currency values between the target culture and the US, understanding the financial aspects of international trade.

Technology: Research and create multimedia presentations or infographics showcasing shopping trends and customs in the target culture(s).

3. What makes a house a home?

Lesson: The Art of Home Design and Culture

Art and Design: Study architectural styles in the target culture(s) and the US, and create visual representations or models of culturally inspired homes.

Psychology: Explore the psychological aspects of a home, discussing how cultural elements contribute to a sense of belonging and comfort.

Creative Writing: Develop short stories or poems that reflect the cultural values and traditions associated with the concept of home.

4. How does housing in target culture(s) differ from the US?

Lesson: Architecture and Cultural Identity

History: Explore the historical development of architecture in the target culture(s) and the US, understanding the cultural influences on housing design.

Science and Engineering: Investigate the engineering principles behind traditional and modern housing in both cultures.

Visual Arts: Create visual presentations or artistic projects comparing architectural styles, emphasizing cultural nuances.

