

TOWNSHIP OF UNION PUBLIC SCHOOLS



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

Adopted: December 19, 2023

Overview

The Level III 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/intermediate-low 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 1 TITLE: -During and After School Life: Greetings, Conversations and Descriptions

Grade Level: 9-12

Timeframe: 10 Weeks

Guiding Questions

How can present tense verbs be effectively employed to discuss routine daily activities in the target language?

What role do interrogative words play in constructing meaningful conversations about common pastimes in the target language?

In what ways can we compare daily activities in the target language to those in our own country using present tense verbs?

How does the use of present tense verbs contribute to the exploration of cultural nuances when discussing everyday activities in the target language?

What strategies can be employed to integrate interrogative words into conversations about pastimes and daily routines in the target language?

Standards

Proficiency Level: Novice high/Intermediate Low

Modes of Communication/Core Ideas:

Interpretive:

- Z.1.1L.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.*
- Z.1.1L.IPRET.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.*
- Z.1.1L.IPRET.5 Compare and contrast some unique linguistic elements in English and the target language.*

WWBAT interpret meaning from listening

WWBAT interpret meaning from viewing

WWBAT interpret meaning from reading culturally authentic materials in the target language

Interpersonal:

- Z.1.1L.IPERS.1 Request & provide information in conversations & in writing by creating simple sentences by combining & recombining learned language in order to express original ideas.*
- Z.1.1L.IPERS.2 Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.*
- Z.1.1L.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.*
- Z.1.1L.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.*

WWBAT communicate in the target language

WWBAT exchange information between and among people

WWBAT gain confidence and competence

WWBAT progress along the proficiency continuum

Presentational:

- Z.1.1.L.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*
- Z.1.1.L.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.*
- Z.1.1.L.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.*
- Z.1.1.L.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing*

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 gain confidence and competence
WWBAT progress along the proficiency continuum

Intercultural Statements

WWBAT identify some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society
WWBAT recognize a few typical practices of the target culture
WWBAT identify a few typical practices of the target culture

Career Readiness, Life Literacies, Key Skills Standards:

9.2: 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.
9.4: 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

Social-Emotional Learning Competencies:

Social Awareness, Relationship Skills, Self-Management

Instructional Plan

Students will be introduced to new vocabulary in realistic & relatable contexts and through the use of technology. A series of formative reading, writing and speaking activities that are both teacher and student-led will be implemented to reinforce comprehension and memorization. Two summative

assessments will be given: a written test, along with an end of the unit project which compares school / student life in the U.S. to that of the target country. Lessons will be modified as necessary.

Online Resources:

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

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

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

Wordle

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

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Wordle

T'es branché? 2E

¡Qué chévere! 2e

Deutsch So Aktuell 8c

Websites:

www.123teachme.com

<https://conjuguemos.com>

www.quizlet.com

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)
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			See link for additional modifications
<p>WALT infer the meaning of some unfamiliar words and ideas in some new contexts.</p>	<p><i>*Activities to span over several days.</i></p> <p>Student Survey - Introduction to vocabulary</p> <p>Vocabulary List provided</p> <p>Repetition</p> <p>TPR</p> <p>Auditory</p> <p>Visual / Spatial</p> <p>Chunking / Word Organization</p>	<p>Student responses</p> <p>Teacher Observation</p> <p>Teacher/Student Q&A</p> <p>Exit Ticket</p> <p>Do Now</p> <p>Worksheet / Textbook Completion</p> <p>Quiz</p>	<p>Class/Club Introduction survey</p> <p>Textbook / workbook</p> <p>Teacher generated vocabulary list</p> <p>Teacher generated Do Nows / Exit Tickets</p> <p>Teacher generated fill-in the blank worksheets</p> <p>Teacher generated power points</p> <p>Written Quiz</p> <p>Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com</p> <p>Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfl-games/</p>
			<p>Native speakers will be asked additional questions, or to add details, during oral contribution to class work answers</p> <p>Teacher provided notes / reference sheets</p> <p>Re-wording / re-stating of directions</p> <p>Delivery of instruction in multiple ways</p> <p>Additional Time</p> <p>Check periodically for understanding</p>

Listening

<p>WALT follow a series of oral and written directions, commands, and requests</p>		<p>Student participation Teacher observation</p>	<p>Textbook / Teacher generated listening activity</p>	<p>Teacher to provide physical clues / visuals as needed Assistance as needed Native speakers asked to participate out loud</p>
<p>WALT provide information in writing by creating simple sentences to express original ideas.</p>	<p>Reading / Writing Auditory Visual Concrete examples</p>	<p>Club Advertisement</p>	<p>Club Ad Activity: <i>Students will create a club ad using vocabulary from the unit in the target language</i> Teacher generated notes Vocabulary list provided</p>	<p>Sentence guide for ad assistance Assignment broken into chunks Re-wording / re-stating of directions Delivery of instruction in multiple ways Additional Time Check periodically for understanding</p>
<p>WALT ask and respond with appropriate questions on personal topics relating to daily life.</p>	<p>Reading / Writing Auditory Highlighting / Coding</p>	<p>Student conversations Teacher observation</p>	<p>Q&A / Open-Ended Responses: <i>Students will orally respond to a series of questions involving their student life that use target vocabulary</i></p>	<p>Sentence guide for ad assistance Native speakers encouraged to add additional information during conversations / replies</p>
<p>WALT present preferences on topics of interest, using simple sentences.</p>	<p>Concrete examples Auditory Reading/Writing</p>	<p>Student responses Written work</p>	<p>Sentence Creations: <i>Students will generate original sentences in the format of choice that includes target vocabulary</i></p>	<p>Sentence guide for ad assistance Native speakers encouraged to add additional information during conversations / replies Assignment broken into chunks</p>

<p>WALT respond with appropriate comments to factual topics relating to daily life</p>	<p>Organization / Chunking</p> <p>Auditory</p> <p>Writing</p>	<p>Student / teacher communication</p> <p>Teacher observation</p> <p>Venn Diagram / Teacher & Student Notes</p>	<p>Teacher generated organizer / worksheet</p> <p>Cultural Activity: (suggested Venn Diagram/format of choice): <i>comparison of U.S. student / school life to that of the target country</i></p>	<p>Re-wording / re-stating of directions</p> <p>Delivery of instruction in multiple ways</p> <p>Additional Time</p>
<p>WALT use common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<p>Concrete examples</p> <p>Highlighting / Coding</p> <p>Repetition</p> <p>Reading / Writing</p> <p>Auditory / Visual</p>	<p>Notes</p> <p>Worksheet</p> <p>Student Questions</p>	<p>Notes pertaining to idiomatic expressions & question formations</p> <p>Question Formations: <i>Students create a survey that would appear in a magazine / newspaper that demonstrates the use of interrogative words</i></p>	<p>Re-wording / re-stating of directions</p> <p>Sentence guide provided</p> <p>One-on-One / Small Groups</p> <p>Additional Time</p> <p>Native Speakers are not limited to sentence models</p>
<p>WALT use language creatively to respond in writing to a variety of oral or visual prompt</p>	<p>Highlighting / Coding</p> <p>Reading / Writing</p>	<p>Teacher observation</p> <p>Student written & oral responses</p>	<p>Teacher notes</p> <p>Literature / Passage of the target language</p> <p>Open - Ended Questions from cultural reading of the target language to introduce verb conjugations</p>	<p>Word bank to assist with reading</p> <p>Small group instruction</p> <p>Native speakers paired off with non-natives</p>
	<p>*Activities to span over several days.</p>		<p>Teacher notes</p>	

<p>WALT infer the meaning of some unfamiliar words and ideas in some new contexts.</p>	<p>Audio / Visual</p> <p>Repetition</p> <p>TPR</p> <p>Organization / Word Sort</p> <p>Highlighting</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Written work</p> <p>Do Nows & Exit Tickets</p> <p>Written Quiz</p>	<p>Teacher graphic organizer / charts</p> <p>Textbook / workbook</p> <p>Kahoots / Quizizz</p> <p>Fly Swatter Game</p> <p>Buzzer Game</p> <p>Power Points</p> <p>Online Games</p> <p>Station Activities</p> <p>Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com</p>	<p>Delivery of instruction in multiple ways</p> <p>Small group instruction</p> <p>Check periodically for understanding</p> <p>Sentence model & verb provided during oral speaking quiz</p> <p>Word bank provided for written quiz</p>
<p>WALT give and follow a series of oral and written directions, commands, and requests for participating in classroom activities</p> <p>WALT compare unique linguistic elements, the use of verbal and non-verbal etiquette (i.e., the use of</p>	<p>Physical / Spatial</p> <p>Kinesthetic</p> <p>Speaking</p>	<p>Speaking Quiz</p>	<p>Teacher provided scenarios / notes / tasks</p>	<p>Word bank / sentence model provided</p> <p>Specific scenarios given in advance</p> <p>Native speakers do not have to follow specific guidelines</p>
<p>WALT compare unique linguistic elements, the use of verbal and non-verbal etiquette (i.e., the use of</p>	<p>Audio / Visual</p> <p>Speaking</p> <p>Reading / Writing</p>	<p>Student participation</p> <p>Written responses</p>	<p>Teacher notes</p> <p>Worksheets</p>	<p>Native speakers to weigh in & give examples during class</p>

<p>gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture</p>	<p>Concrete Examples</p>	<p>Do Now / Exit Ticket</p>	<p>Video / Recording of common expressions used in the target language in context & realistic scenarios</p> <p>Website: www.youtube.com</p>	<p>Delivery & notes provided in multiple ways</p>
<p>WALT combine and recombine learned language to express ideas when creating oral presentations that are shared with a target language audience</p>	<p>Audio / Visual</p> <p>Speaking</p> <p>Reading / Writing</p> <p>Concrete Examples</p> <p>Organizational Charts</p>	<p>Teacher observation at each project check-point</p> <p>Presentation of dialogue</p>	<p>Teacher notes / instructions / resources to assist with dialogue</p> <p>Dialogue: <i>Students will pretend they are students in the country of the target language. They will create an original dialogue of their choice using the target vocabulary, regular/irregular verbs & question / conversation structure and expressions of this unit, while incorporating items / customs related to daily life.</i></p>	<p>Sentence model provided for dialogue</p> <p>Teacher will give students specific tasks for dialogue</p> <p>Multiple choice / word bank for test</p> <p>One-on-Work instruction</p> <p>Re-wording / explanation for test</p>
<p>WALT Infer the meaning of words and ideas</p>	<p>Writing</p>	<p>n/a</p>	<p>Unit 1 Final Written Test</p>	<p>Word Bank provided</p> <p>Multiple choice options given</p>
<p>Common Formative Assessment: Teacher observation, written and oral class activities, student responses, student participation, quizzes, speaking quiz, dialogues Create a Dialogue:</p> <p>Task students with creating a dialogue in the target language that revolves around routine daily activities. They should focus on using present tense verbs accurately to describe their daily routines. This can be done in pairs or small groups.</p> <p>Role-Playing Activity:</p> <p>Organize a role-playing activity where students engage in conversations about common pastimes using interrogative words. For example, one student could be a tourist asking about local activities, and the other could be a native speaker providing information. Comparative Writing Assignment:</p>				

<p>Assign a short essay where students compare daily activities in the target language to those in their own country. They should utilize present tense verbs to highlight similarities and differences, providing cultural insights.</p> <p>Cultural Analysis Project:</p> <p>Have students conduct research on the cultural nuances associated with daily activities in the target language. They can create a presentation or report that explores how present tense verbs contribute to expressing these cultural nuances.</p> <p>Conversational Video Recording:</p> <p>Ask students to record short videos of themselves engaging in conversations about pastimes and daily routines in the target language. Encourage the use of interrogative words and provide feedback on pronunciation, grammar, and overall communication.</p>
<p>Summative Assessments</p>
<p>Student Life Country Dialogue & Unit 1 Final Cumulative Test</p>
<p>Interdisciplinary Connections</p>
<p><u>Language Arts</u>: grammatical references of subject, noun and verb structure, reading & writing</p> <p><u>Social Studies</u>: cultural comparison of language, people and climates of the target countries and the U.S.</p> <p><u>Technology Literacy</u>: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information. They leverage digital tools to communicate, to design and build, and to solve practical problems. Technology literacy expands beyond knowledge of computers, other digital tools and their applications; it includes a degree of knowledge about the nature, behavior, power and consequences of technology.</p>

UNIT 2 TITLE: Professions and Descriptions

Grade Level: 9-12

Timeframe: 10 Weeks

Guiding Questions

What methods can be employed to identify and describe nouns, specifically focusing on professionals, within the context of the target culture and the United States?

How do linguistic elements contribute to the effective description of professionals and historical figures in the target language, and how does this compare to descriptions in English?

In what ways can the identification and description of nouns, including professionals, enhance cross-cultural understanding between the target culture and the U.S.?

How does the linguistic structure used to describe historical figures in the target language differ from that used in English, and what impact does this have on cultural interpretations?

What role do cultural nuances play in accurately identifying and describing professionals in the target culture and the United States, and how does this contribute to effective communication?

Standards

Proficiency Level: Intermediate Low

Modes of Communication/Core Ideas:

Interpretive:

- 7.1.IL.IPRET.1 Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2 React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6 Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

WWBAT interpret meaning from listening

WWBAT interpret meaning from viewing

WWBAT interpret meaning from reading culturally authentic materials in the target language

Interpersonal:

- 7.1.IL.IPERS.1 Request and provide information in conversations & in writing by creating simple sentences by combining & recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2 Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

WWBAT communicate in the target language
WWBAT exchange information between and among people
WWBAT gain confidence and competence
WWBAT progress along the proficiency continuum

Presentational:

Z.1.1L.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

Z.1.1L.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Z.1.1L.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

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 gain confidence and competence
WWBAT progress along the proficiency continuum

Intercultural Statements

WWBAT identify some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society
WWBAT recognize a few typical practices of the target culture
WWBAT identify a few typical practices of the target culture

Career Readiness, Life Literacies, Key Skills Standards:

9.2 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.

9.4: 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

Social-Emotional Learning Competencies:

Self-Management, Relationship Skills, Responsible Decision-Making, Self Management, Social Awareness

Instructional Plan

Students will be introduced to new vocabulary words through a survey that sparks their interest and future job goals. Students will be led through a series of oral, written and listening vocabulary activities that incorporate the use of technology. The verb “to be” will then be introduced and conjugated in order to describe and identify the professions of the vocabulary words while describing all nouns. A series of oral, written and student-led physical activities will be completed to reinforce the topics. The unit will culminate with a look into influential historical figures. Through this research, the grammar will be used to describe them and their influential roles / job titles. Throughout the group and hands-on work, emphasis will be made to SEL reinforcement.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT infer the meaning of some unfamiliar words and ideas in new contexts</p>	<p><i>*Activities to span over several days.</i></p> <p>Discussion</p> <p>TPR</p> <p>Flash cards</p> <p>Picture identification</p> <p>Oral & Written Repetition</p> <p>Word Associations / Chunking</p>	<p>Teacher Observation</p> <p>Student Responses</p> <p>Do Now / Exit Ticket</p> <p>Written Work</p> <p>Vocab Quiz</p>	<p>Dream Job Survey: <i>Students will answer questions pertaining to their dream job as a way to introduce the new vocabulary words</i></p> <p>Textbook / Workbook</p> <p>Teacher Power Point</p> <p>Written Quiz</p> <p>Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com</p> <p>Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfi-games/</p>	<p>Teacher provided notes / reference sheets</p> <p>Delivery of instruction in multiple ways</p> <p>Check periodically for understanding</p> <p>Word bank / options provided for quiz</p>

<p>WALT use contextually authentic resources to respond in writing to a variety of prompts</p>	<p>Highlighting Brainstorming Reading Summarizing Discussion Collaboration</p>	<p>Oral & Written Responses</p>	<p>Cultural Reading: Students will be provided with a work of literature in the target language that utilizes the verb <i>to be</i>. Students will highlight this verb in context and answer questions in the target language to reinforce the use of this grammar</p>	<p>Small group instruction Check periodically for understanding Translation cheat sheet provides with key words Pair a native speaker with non-natives during the reading</p>
<p>WALT provide information in conversations & in writing in order to express original ideas</p>	<p>Reading Discussion Writing</p>	<p>Open-ended Questions</p>	<p>Questions provided to the students that utilize the verb <i>to be</i> in context in the target language</p>	<p>Native speakers will elaborate in addition to the written work Sentence guide provided</p>
<p>WALT infer the meaning of some unfamiliar words and ideas in new contexts.</p>	<p><i>*Activities to span over several days.</i> Cooperative Learning Reading Teaching Information Retrieval Highlighting / Coding Chunking Repetition</p>	<p>Student participation Teacher observation & circulation Sentence Creations Do Now / Exit Tickets Worksheets Station Activity Guess Who Activity</p>	<p>Teacher generated notes Teacher generated verb charts Textbook & Workbook Activities Student generated original sentences on poster board or google slides Station Activities: <i>teacher generated activities at rotating stations</i> Kahoots / Quizizz Websites: www.123teachme.com</p>	<p>Teacher provided notes / reference sheets Re-wording / re-stating of directions Delivery of instruction in multiple ways Additional Time Small group instruction of the lesson while class works on another task Fill in the blank / Sentence model provided for the sentence creation activity Tasks Assigned for sentence activity Check periodically for understanding</p>

	Visualization	Textbook Activities Index Card Sentence Formation Activity Speaking Quiz	https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfl-games/	Word bank / options provided for quiz Native speakers may add additional information to tasks Small group instruction during station activities Native speakers paired off with non-native
WALT ask and respond with appropriate comments to factual topics	Cooperative learning visualization Discussion	Student responses	Guess Who Game: Students will use the verb <i>to be</i> in the target language to identify a variety of people based on the clues given	Sentence guide provided for assistance Native speakers not limited to the sentence guides
WALT use language to respond to a variety of oral prompts.	Discussion	Speaking Quiz	Speaking Quiz	Key words / concepts will be given to use during the speaking quiz
WALT follow a series of oral and written directions,	Listening Cooperative Learning	Teacher observation	Scavenger Hunt: <i>This activity will be used to introduce the verbs "to be" in the target language as they relate to descriptions and locations.</i>	Natives will be paired off with non-natives

<p>commands, and requests</p>	<p>TPR Visual / Spatial</p>		<p>Students will location a series of objects using the clues in the target language and then analyzing them</p>	<p>Vocabulary cheat sheet provided</p>
<p>WALT infer the meaning of some unfamiliar words and ideas in some new contexts.</p>	<p>*Activities to span over several days as needed</p> <p>Listening</p> <p>Cooperative Learning</p> <p>TPR</p> <p>Visual / Spatial</p> <p>Discussion</p> <p>Listening Activities</p> <p>Hands on / Interactive</p> <p>Formative Assessment</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Written Work</p> <p>Quiz</p>	<p>Do Nows / Exit Tickets</p> <p>Rotating Station Activities</p> <p>Marker Board Group Activity</p> <p>Teacher generated power points</p> <p>Interactive Jamboard Activity</p> <p>Textbook / Workbook</p> <p>Step on the Verb: <i>Laminate verb endings and place them on the floor for students to walk to when they are given a specific.</i></p> <p>Written Quiz</p> <p>Websites: www.123teachme.com https://conjuquemos.com</p>	<p>Teacher provided notes / reference sheets</p> <p>Re-wording / re-stating of directions</p> <p>Delivery of instruction in multiple ways</p> <p>Additional Time</p> <p>Small group Instruction of the lesson while class works on another task</p> <p>Fill in the blank / Sentence model provided for the sentence creation activity</p> <p>Check periodically for understanding</p> <p>Word Bank / Multiple Choice options on Quiz</p>

			<p>www.quizlet.com</p> <p>www.kahoot.com</p> <p>www.youtube.com</p> <p>Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfl-games/</p>	
<p>WALT present topics and explain reasons, using simple sentences</p>	<p>Flipped Classroom</p> <p>Student-Based Learning</p> <p>Presentation</p>	<p>Student participation / presentation</p>	<p>Student Led Lesson - students will act as a teacher to create activities / presentation to explain the topic</p>	<p>Projects / Assignments broken into smaller portions</p> <p>Assigned tasks</p> <p>Sentence / model provides</p>
<p>WALT combine and recombine learned language to express ideas creating oral and written presentations that are shared with a target language audience.</p>	<p>Student-Based Learning</p> <p>Project</p> <p>Hands-On Learning</p> <p>Collaboration</p>	<p>Teacher observation & circulation</p> <p>Descriptions of Influential Figures</p> <p>Graphic Organizer</p>	<p>Project: Influential Historical Figures- Students will research influential figures in the target culture and describe them using the target grammar</p> <p>Graphic Organizer / Chart of Famous Figures and their roles and birthday</p> <p>Website: www.youtube.com</p> <p>https://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/</p>	<p>Project broken into smaller portions</p> <p>Specific tasks assigned for project</p>
		<p>Test</p>	<p>Unit Written Test</p>	

WALT infer the meaning of words and ideas in contexts	Summative Assessment		Word Bank / Multiple Choice options on Test
Common Formative Assessment: Teacher observation, Student participation, Written Activities, Do Nows, Exit Tickets, Quiz			
Summative Assessments			
Professional Profile Creation:			
Ask students to create a professional profile in the target language for a chosen profession, focusing on linguistic elements that effectively describe the role and responsibilities. Compare and contrast these profiles with English descriptions.			
Comparative Linguistic Analysis:			
Provide students with excerpts describing historical figures in both the target language and English. Have them analyze and compare the linguistic elements used, identifying differences and considering the impact on cultural interpretations.			
Cross-Cultural Interview Exercise:			
Organize a role-playing activity where students conduct mock interviews with professionals from the target culture and the U.S. This will allow them to practice identifying and describing nouns while exploring cross-cultural differences.			
Cultural Nuances Presentation:			
Assign students to research and present on the cultural nuances involved in accurately identifying and describing professionals in the target culture and the United States. Encourage them to use linguistic examples to illustrate their points.			
Historical Figure Linguistic Comparison Essay:			
Have students write an essay comparing the linguistic structure used to describe a historical figure in the target language and English. Ask them to explore the impact of language on cultural interpretations.			
Interactive Dialogue Assessment:			

Create a dialogue-based assessment where students engage in conversations about professionals, using appropriate linguistic elements. Include scenarios that highlight cultural nuances and require effective communication skills.

Interdisciplinary Connections

Language Arts: Grammatical references of subject, noun and verb structure, reading & writing

Social Studies : Prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom, and influence of people and climates of the target countries and their impact on the U.S.

Technology Literacy: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information.

UNIT 3 TITLE: - Interests and TV/ Social Media Trends
Grade Level: 9-12
Timeframe: 6 Weeks

Guiding Questions

**How can language be effectively used to express personal likes, dislikes, and interests across a diverse range of global topics, particularly when communicating through social media platforms?

In what ways does the expression of preferences and interests on social media differ from traditional modes of communication, and how does this impact the clarity and depth of communication?

How does the use of language on social media platforms contribute to the sharing and dissemination of current entertainment and news, and how can individuals navigate and participate in these discussions effectively?

Standards

Proficiency Level: Intermediate Low

Modes of Communication/Core Ideas:

Interpretive:

- Z.1.1L.IPRES.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.*
- Z.1.1L.IPRES.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.*

WWBAT interpret meaning from listening

WWBAT interpret meaning from viewing

WWBAT interpret meaning from reading culturally authentic materials in the target language

Interpersonal:

- Z.1.1L.IPERS.1 Request & provide information in conversations & in writing by creating simple sentences by combining & recombining learned language in order to express original ideas.*
- Z.1.1L.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.*
- Z.1.1L.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.*
- Z.1.1L.IPERS.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*
- Z.1.1L.IPERS.6 Exchange information with classmates & with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.*

WWBAT communicate in the target language

WWBAT exchange information between and among people

WWBAT gain confidence and competence

WWBAT progress along the proficiency continuum

Presentational:

7.1.1L.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.1L.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.1L.PRSNT.5 Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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 gain confidence and competence

WWBAT progress along the proficiency continuum

Intercultural Statements

WWBAT identify some typical products related to everyday life in the target culture(s) and in the learners' own culture

WWBAT investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture

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

WWBAT recognize a few typical practices of the target culture

WWBAT identify a few typical practices of the target culture

Career Readiness, Life Literacies, Key Skills Standards:

9.4: 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. To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors.

Technology Literacy: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information. They leverage digital tools to communicate, to design and build, and to solve practical problems. Technology literacy expands beyond knowledge of computers, other digital tools and their applications; it includes a degree of knowledge about the nature, behavior, power and consequences of technology.

Social-Emotional Learning Competencies:

Social Awareness, Relationship Skills

Instructional Plan

Students will be introduced to the new vocabulary words by a creative survey about their likes / interests when it comes to TV genres / shows and social media applications. Students will be led through a series of formative assessments in the form of reading, writing and speaking that incorporate the use of technology. The vocabulary words will be intertwined with using indirect object pronouns and verbs that use indirect object pronouns to express opinions and thoughts. Students will be given a variety of differentiated class activities in the form of reading, writing and speaking to

enhance the grammar topic. The unit will culminate with a written test, along with a creative video that students will film acting as a reporter, blogger, etc. as it relates to the current (social) media network.

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>
WALT exchange information with classmates & with native speakers	Collaboration Speaking	Student participation / oral responses	TV / Social Media Preference Survey: <i>Students will be introduced to vocabulary by completing a survey that allows them to identify their favorite social media / TV shows of choice in the target language</i> Textbook / Workbook Pages Videos / Technology Clips Teacher generated vocabulary list Teacher generated Do Nows / Exit Tickets Graphic organizer Teacher generated fill-in the blank worksheets Teacher generated power points Quiz Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com	Non-natives paired with native speakers Roles assigned to native speakers
WALT provide information in conversations & in writing	*Activities to span over several days as needed Repetition Reading Writing TPR Note-Taking / Highlighting	Written work Teacher observation Student participation Quiz	Small group instruction Reference sheet for powerpoint & listening activities Extended time as needed Multiple choice / word bank options on quiz	

	Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfl-games/			
<p>WALT follow a series of oral and written directions, commands, and requests</p>	<p>Textbook / Teacher generated listening activity</p>	<p>Student participation Teacher observation</p>	<p>Listening Inference</p>	<p>Teacher to provide physical clues / visuals as needed Assistance as needed Native speakers asked to participate out loud</p>
<p>WALT combine and recombine learned language to express idea</p>	<p>Social Media Blog / Post: <i>Students will create advertisements for a program that would appear on a current social media platform. Vocabulary from the unit must be incorporated in the target language.</i> Websites: www.youtube.com</p>	<p>Student participation Written Work Final product</p>	<p>Discussion Collaboration Student-based learning</p>	<p>Sentence guide & examples for activity Small group instruction Native speakers not limited to the general requirements</p>
<p>WALT infer the meaning of unfamiliar words and ideas in new contexts.</p>	<p>Notes & Activities on Indirect Object Pronouns PowerPoint Activities Textbook & Workbook Pages Do Nows/ Exit Tickets Index Card Activities Marker Board Activities Websites: www.123teachme.com</p>	<p>Student participation Written Work Teacher observation</p>	<p>Note-Taking Highlighting / Coding Discussion Visual</p>	<p>Small group instruction Notes provided Repetition / Re-Teaching</p>

				https://conjuguemos.com www.quizlet.com	
WALT engage in short conversations about personal experiences and/or topics studied in other content areas.	Speaking Student-based learning Discussion	Speaking Activity Teacher observation	Speaking / Survey Activity: <i>Students will utilize indirect objects to participate in Q & A using the target vocabulary and grammar</i>	Script / sentence guide provided Small group instruction Native speakers not limited to the requirements	
WALT use gestures, intonation and idiomatic expressions to compare and contrast global issues facing the target language regions	Project-based Note-taking Research Collaboration Chunking	Teacher observation Assignment completion Student responses	Interview Performance: <i>Students will video a skit or interview that would appear on social media or a TV network that utilizes the grammar of the unit as well as the target vocabulary in context</i>	Sentence model provided Project broken into smaller portions Sentence model provided Tasks assigned	
WALT infer the meaning of words in context	Reading Writing	Test (Summative)	Unit Test	Multiple choice / word bank	

Common Formative Assessment: Teacher observation, Student participation, Written Activities, Do Nows, Exit Tickets, Quiz

Summative Assessments

Written Test & Video Project

Multimedia Preference Presentation:

Ask students to create a multimedia presentation expressing their likes, dislikes, and interests across a diverse range of global topics. This could include images, text, and short videos posted on a mock social media platform.

Comparative Communication Analysis:

Have students analyze and compare the expression of preferences and interests on social media with traditional communication methods (e.g., letters, emails). They can present their findings through a written report or an oral presentation.

Discussion Forum Participation:

Create an online discussion forum where students actively participate in conversations about global topics. Assess their language use, clarity of expression, and contributions to the discussion.

Language Analysis of News Headlines:

Provide students with a set of news headlines from social media and traditional sources. Ask them to analyze and compare the language used to express preferences and interests in these headlines, highlighting differences and similarities.

Social Media Language Reflection Essay:

Assign students to write an essay reflecting on how they use language to express their likes, dislikes, and interests on social media. Encourage them to consider the impact of social media language on clarity and depth of communication.

Social Media Campaign Proposal:

Task students with creating a proposal for a social media campaign aimed at disseminating information on a specific global topic. Assess their ability to use language effectively to engage and inform an audience.

Peer Feedback on Social Media Posts:

Have students share their social media posts expressing likes, dislikes, and interests with peers. Encourage constructive feedback on language use, clarity, and the overall effectiveness of communication.

Global News Analysis Blog:

Ask students to maintain a blog where they analyze and share their thoughts on global news through the lens of language expression. Evaluate their ability to use language to navigate and participate in discussions effectively.

Interdisciplinary Connections

Language Arts: Grammatical references of subject, noun and verb structure, reading, writing and conversational skills

Visual/Performing Arts: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. This concept uses technology and media to perform, present and produce.

Technology Literacy: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information. They leverage digital tools to communicate, to design and build, and to solve practical problems. Technology literacy expands beyond knowledge of computers, other digital tools and their applications; it includes a degree of knowledge about the nature, behavior, power and consequences of technology.

Mathematics: Use of mathematics & critical thinking to properly design video / time frames

UNIT 4 TITLE: - Family & Around the House
Grade Level: 9-12
Timeframe: 4 Weeks

Guiding Questions

How do you effectively identify and describe objects commonly found in a home, considering cultural variations, and how does this contribute to cross-cultural understanding?

In what ways can language be used to articulate the actions and activities associated with maintaining a house and living in it, and how does this vary across different communities and regions?

How does the identification of objects within a home and the description of associated actions facilitate language acquisition and the development of practical communication skills?

Standards

Proficiency Level: Intermediate Low

Modes of Communication/Core Ideas:

Interpretive:

7.1.IL.IPRES.2 React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRES.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRES.5 Compare and contrast some unique linguistic elements in English and the target language.

WWBAT interpret meaning from listening

WWBAT interpret meaning from viewing

WWBAT interpret meaning from reading culturally authentic materials in the target language

Interpersonal:

7.1.IL.IPERS.2 Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

WWBAT communicate in the target language

WWBAT exchange information between and among people

WWBAT gain confidence and competence

WWBAT progress along the proficiency continuum

Presentational:

- Z.1.1L.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*
- Z.1.1L.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.*
- Z.1.1L.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.*
- Z.1.1L.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing*

WWBAT present information, concepts and ideas to an audience of listeners or readers on a variety of topics
WWBAT gain confidence and competence
WWBAT progress along the proficiency continuum

Intercultural Statements

WWBAT identify some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society
WWBAT recognize a few typical practices of the target culture
WWBAT identify a few typical practices of the target culture

Career Readiness, Life Literacies, Key Skills Standards:

9.2: 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.

Technology Literacy: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information. They leverage digital tools to communicate, to design and build, and to solve practical problems. Technology literacy expands beyond knowledge of computers, other digital tools and their applications; it includes a degree of knowledge about the nature, behavior, power and consequences of technology.

Social-Emotional Learning Competencies:

Social Awareness, Relationship Skills, Self-Management

Instructional Plan

Students will be introduced to vocabulary and grammar related to the home through a variety of ready, writing, speaking and listening activities that incorporate the use of technology as both delivery of instruction and handling of the students. Repetitive practice, and modifications, will be implemented throughout a series of both teacher-led and student-based activities. A variety of formative assessments will be given, along with one final unit, summative written test.

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) See link for additional modifications
<p>WALT infer the meaning of unfamiliar words in new contexts.</p>	<p>Visual Listening / Speaking Note-Taking Repetition TPR Discussion</p>	<p>Teacher observation Student responses Written work Quiz</p>	<p>Teacher notes / vocabulary list for new unit Kahoots / Quizizz Picture Matching PowerPoint / Smartboard Interactive vocabulary activities Marker board activities Workbook/Textbook Activities Do Nows / Exit Ticket Written Quiz Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com</p>	<p>Native speakers asked additional questions during routine vocabulary drills /activities Notes provided Small group instruction Additional Visuals provided Additional time on HW / class work</p>

					Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfi-games/	
WALT present on everyday topics	Discussion	Student participation	Discussion / Activity on the current (gender) roles / responsibilities as the relate to the household and chores	Natives paired with non-natives		
WALT give and follow a series of commands	TPR Listening Kinesthetic Learning	Teacher observation Student participation	Teacher notes on verbs associated with daily routines (reflexives) Simon Says / Physical Game as introduction to grammar / verbs in the target language	Sentence guide / visuals provided Native speakers may call out commands Teacher will translate as needed Students assigned roles		
WALT ask and respond to	Speaking	Student responses Teacher observation		Small group instruction		

<p>personal questions relating to daily life.</p>	<p>Listening Student-based Collaboration</p>	<p>Speaking Activity Written Work</p>	<p>Speaking Activity: <i>Students will utilize the target grammar and vocabulary to answer questions about their daily routines</i></p>	<p>Native speakers paired with non-natives Sentence model provided</p>
<p>WALT compare and contrast elements in English and the target language</p>	<p>Traditional instruction Note-taking / Highlighting Visual/Spatial Activities</p>	<p>Written work Student responses Teacher observation Quiz</p>	<p>Teacher notes on direct objects & pronouns Index card activities Smartboard / PowerPoint activities Listening Activities Textbook / Workbook Activities Do Nows/Exit Tickets Written Quiz Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfi-games/</p>	<p>Small group instruction Notes provided Extended time on assignments Non-natives to be asked to elaborate during class activities</p>
<p>WALT use language creatively</p>	<p>Reading</p>		<p>Writing Activity: Students will be given a choice of pictures and will</p>	<p>Sentence guide provided for writing</p>

to respond in writing to a variety of oral or visual prompts.	Writing Independent Work	Picture Prompt	have to use elements of the vocabulary and grammar from this unit to discuss actions relating to daily living and routines	Key vocabulary words outlined for students Non-natives are not limited to the assignment requirements
WALT infer the meaning of words in contexts	Reading / Writing	Summative Unit Test	End of Unit Test of the vocabulary and grammar of the unit	Multiple choice / Word bank Modified Test / Picture Matching
<p>Common Formative Assessment: Do Nows, Exit Tickets, Reading, Writing, Speaking & Listening Activities, Writing Prompt, Teacher Observation, Student Participation Cultural Home Object Showcase:</p>				
<p>Ask students to create a visual presentation showcasing objects commonly found in a home, emphasizing cultural variations. Each student can present and explain the significance of selected items, fostering cross-cultural understanding.</p>				
<p>Home Activities Role Play:</p>				
<p>Organize a role-playing activity where students act out common actions and activities associated with maintaining a house. This could include tasks such as cooking, cleaning, or organizing. Evaluate their language use and cultural awareness during the role play.</p>				
<p>Home Vocabulary Scavenger Hunt:</p>				
<p>Design a scavenger hunt where students identify and label objects in a home environment. To add a cultural component, include items specific to different regions or communities. This activity promotes vocabulary acquisition and cultural awareness.</p>				
<p>Multilingual Home Activity Guide:</p>				
<p>Have students create a multilingual guide that explains various home activities in the target language. This could include step-by-step instructions and cultural insights. Assess their ability to articulate actions and their cultural sensitivity.</p>				
<p>Home Conversation Simulation:</p>				
<p>Conduct a conversation simulation where students discuss daily activities associated with living in a house. Assign roles that reflect different cultural contexts, encouraging students to adapt their language use accordingly.</p>				
<p>Summative Assessments</p>				

Cultural Home Object Exhibition:

Organize a class exhibition where students curate displays showcasing objects commonly found in homes, incorporating cultural variations. Each display should include written descriptions and explanations in the target language.

Regional Home Activities Manual:

Task students with creating a comprehensive manual detailing home activities specific to different regions or communities. This can include step-by-step instructions, cultural insights, and variations across regions, demonstrating their understanding of language and cultural diversity.

Interdisciplinary Connections

Language Arts: Grammatical references of subject, noun and verb structure, reading, writing and conversational skills

Visual / Performing Arts: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. This concept uses technology and media to perform, present and produce.

Career & Technical Education: Students will use this chapter to discuss (gender) roles in modern society as they relate to the home. Technologically literate students use, manage, evaluate, and understand multiple forms of technology.

Comprehensive Health / Physical Education: All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. They develop the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

UNIT 5 TITLE: - Childhood & Past Verb Tenses

Grade Level: 9-12

Timeframe: 6 Weeks

Guiding Questions

****How can language be skillfully utilized to summarize actions and events from the past, particularly those related to childhood experiences, in a way that captures key details and emotions?**

In what ways does the summarization of past actions contribute to a deeper understanding of personal and historical narratives in the target language's country, and how can this enhance cultural awareness?

How does the linguistic expression of past actions, especially those tied to historical events, vary across different contexts and genres within the target language, and what impact does this variation have on effective communication?

Standards

Proficiency Level: Intermediate Low

Modes of Communication/Core Ideas:

Interpretive:

- Z.1.1L/IPRE1.1 Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*
- Z.1.1L/IPRE1.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.*
- Z.1.1L/IPRE1.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.*
- Z.1.1L/IPRE1.6 Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.*

WWBAT interpret meaning from listening

WWBAT interpret meaning from viewing

WWBAT interpret meaning from reading culturally authentic materials in the target language

Interpersonal:

- Z.1.1L/IPERS.2 Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.*
- Z.1.1L/IPERS.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

WWBAT communicate in the target language

WWBAT exchange information between and among people
WWBAT gain confidence and competence
WWBAT progress along the proficiency continuum

Presentational:

Z.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

Z.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

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 gain confidence and competence
WWBAT progress along the proficiency continuum

Intercultural Statements

WWBAT identify some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture
WWBAT infer perspectives such as attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning, of the target culture society
WWBAT recognize a few typical practices of the target culture
WWBAT identify a few typical practices of the target culture

Career Readiness, Life Literacies, Key Skills Standards:

Establish meaningful connections among the major areas of study and prioritize the important ideas and core processes that are central and have lasting value beyond the classroom

Social-Emotional Learning Competencies:

Self-Management, Relationship Skills, Responsible Decision-Making, Self Management, Social Aware

Instructional Plan

Students will be introduced to this topic by a series of nursery rhymes, reminiscing and childhood stories. The past tenses will be taught to the students through a series of reading, writing, speaking and listening activities that require the use of various technological devices. Students will relate the material to personal experiences and will be formatively assessed, along with summative assessments which include, but aren't limited to, a written test and a project.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT restate and describe the main idea and details from fictional texts</p>	<p>Reading Writing Discussion Student-based learning</p>	<p>Student participation Teacher observation Response to questions</p>	<p>Fairy Tale / Story Book: <i>Students will be given a famous children's story in the target language. This will be used to examine components of the past tense.</i> Questions pertaining to the reading Website: https://beelinguapp.com/stories/fairy-tales-and-fables</p>	<p>Native speakers paired with non-natives Key vocabulary words highlighted Reference sheet provided for easier comprehension Small group instruction</p>

<p>WALT infer the meaning of some unfamiliar words and ideas in some new contexts</p>	<p><i>Activities to span over several days</i></p> <p>Visual Learning Repetition TPR Coding/Highlighting Organizational Charts Writing Speaking</p>	<p>Student responses Written work Teacher observation Student participation Quiz</p>	<p>Do Nows / Exit Tickets Textbook / Workbook Activities Teacher generated writing activities Powerpoint / Smartboard Activities Marker Board Activities Kahoot/Quizizz Quiz Websites: www.123teachme.com https://conjuguemos.com www.quizlet.com www.kahoot.com www.youtube.com Additional Teacher Resource: https://www.fluentu.com/blog/educator/mfl-games/</p>	<p>Non-natives asked additional information during reviews / activities Instruction broken into smaller pieces Note-taking guides / charts provided Information displayed in a variety of ways Additional time as needed Small group / one-on-one instruction</p>

<p>WALT follow a series of oral and written directions, commands, and requests</p>	<p>Listening</p>	<p>Student participation Teacher observation</p>	<p>Textbook / Teacher generated listening activity</p>	<p>Teacher to provide physical clues / visuals as needed Assistance as needed Native speakers asked to participate out loud</p>
<p>WALT use language creatively to respond to a variety of visual prompts</p>	<p>Visual / Spatial Speaking/Writing</p>	<p>Student responses Written Work</p>	<p>Picture Prompts: <i>Students will be shown a variety of pictures and will have to use past tense grammar to tell what happened in the picture</i></p>	<p>Sentence guide provided Non-natives are not limited to the requirements Modified sentences</p>
<p>WALT compare and contrast the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture</p>	<p>Reading Writing Speaking/Listening</p>	<p>Written Work Student responses Teacher observation</p>	<p>Written Activities: <i>Students will complete a variety of teacher generated activities that show students the similarities and differences between past tense verbs in English and those of the target language</i></p>	<p>Teacher assistance as needed Small group instruction</p>
<p>WALT engage in conversations about personal experiences or events to factual and personal questions relating to life</p>	<p>Speaking Listening Student-led Collaboration</p>	<p>Student responses Teacher observation</p>	<p>Speaking Activity: <i>Students will talk about their childhood utilizing the components of grammar in the target language</i></p>	<p>Tasks provided Sentence model provided Non-natives not limited to general instructions Small group instruction</p>
<p>WALT use resources to</p>	<p>Reading/Writing</p>	<p>Teacher observation</p>	<p>Open-Ended Questions: <i>Students will answer a variety of</i></p>	<p>Non-natives paired with native speakers</p>

<p>respond with simple sentences about events and/or topics studied in other content areas.</p>	<p>Research Student-based Collaboration</p>	<p>Written work Student responses</p>	<p><i>questions in the past tense as it pertains to historical events that happened in the target country</i></p>	<p>Sentence model provided Extended time Assignment broken into smaller sections</p>
<p>WALT recombine language to express personal ideas when creating oral and written presentations that are shared with a target language audience.</p>	<p>Project-based Writing Hands-on Chunking</p>	<p>Project completion</p>	<p>Scrapbook / Fairy Tale Creation: <i>Students will write a fairy tale, or create a scrapbook, that uses the grammar of the unit in the target language</i></p>	<p>Small group instruction Assignment broken into smaller sections Teacher will provide guides to follow Non-natives may elaborate</p>
<p>WALT infer the meaning of words and ideas in contexts</p>	<p>Reading/Writing</p>	<p>Written Test (Summative)</p>	<p>Written Unit Test</p>	<p>Multiple choice / word bank options Topics condensed</p>
<p>Common Formative Assessment: Do Nows/ Exit Tickets, Student participation, teacher observation, informal Q&A, written work, written quiz, speaking quiz Childhood Memory Journal Entry: Ask students to write a journal entry summarizing a significant childhood experience in the target language. Emphasize the use of descriptive language to capture key details and emotions. Personal History Sharing: Organize a classroom activity where students share brief summaries of personal historical events or milestones. Encourage them to focus on linguistic elements that convey the significance of these events and their cultural impact. Contextual Variation Analysis: Provide students with examples of past actions or historical events summarized in different contexts and genres within the target language (e.g., news articles, poems, personal narratives). Ask them to analyze how linguistic expression varies across these contexts and discuss the impact on communication.</p>				
<p>Summative Assessments</p>				

Project & Written Test

Multimodal Summarization Project:

Task students with creating a multimedia project (e.g., video, presentation) to summarize a childhood experience or historical event. This allows for the integration of various linguistic elements to convey details and emotions effectively.

Contextual Interview:

Have students conduct interviews with native speakers about past experiences. The students should then summarize these experiences, paying attention to the linguistic nuances discussed during the interviews.

Genre-Based Peer Review:

Introduce a summary written by a peer and ask students to provide constructive feedback, focusing on the effectiveness of language use in capturing key details and emotions. This promotes peer learning and language refinement.

Interdisciplinary Connections

Language Arts: grammatical references of subject, noun and verb structure, reading & writing

Social Studies: cultural comparison of language, people and climates of the target countries and the U.S.

Technology Literacy: Technologically literate students use, manage, evaluate, and understand multiple forms of technology. They are able to select the appropriate digital tools for gathering, organizing, analyzing, and presenting information.

