

Lavallette Elementary School	K-8 Curriculum
Content Area: World Language Course Title: World Language	Grade Level: K-5
Unit Plan 1 Socialization	Marking Period 1 September - November
Unit Plan 2 School Life	Marking Period 2 November - January
Unit Plan 3 Calendar & Weather	Marking Period 3 January - April
Unit Plan 4 Friends and Family	Marking Period 4 May - June
Updated: August 2018 by Sharon Carroll Aligned to the NJ Student Learning Standards	Board Approved: October 16, 2018

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 1)

Content Area: World Languages

Unit Title: Socialization

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten

Unit Summary : Students will use polite words, greetings and leave-taking phrases.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What are greetings? ● Why is being respectful important? ● What are some basic ways to communicate in the target language? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● there are many ways to communicate with someone.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● use various ways to greet another person. ● use various ways to say goodbye to another person. ● say please, thank you and you are welcome in the target language. ● ask and respond about names ● ask and respond to “How are you?” 		

Lavallette Elementary
WORLD LANGUAGE CURRICULUM
(UNIT 2)

Content Area: World Languages

Unit Title: School Life

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten

Unit Summary: Students will understand and identify basic school objects, using some colors and numbers through five, and people.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

For more information see: <http://www.state.nj.us/education/aps/cccs/career/>

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: **A** – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What objects are used in a classroom? ● Who is in the classroom? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● there are many ways to describe objects.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● identify classroom object and people. ● count from zero to five. ● use some basic colors to describe objects. 		

Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 3)	
Content Area: World Languages	
Unit Title: Calendar & Weather	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten	
Unit Summary : Students will be able to identify some calendar and weather vocabulary. Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation	

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode – Strand C

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Essential Questions

- How would you describe the weather outside today?

Unit Enduring Understandings

Students will understand that...

- Calendars are used to get information about each day.
- Holidays are associated with calendar dates.
- Holidays may be celebrated differently in other cultures.

Unit Learning Targets (Objectives)

Students will ...

- use various weather terms (sunny, hot, cold, good, bad weather)
- be exposed to days of the week, today, tomorrow and yesterday
- compare how holidays are celebrated

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 4)

Content Area: World Languages

Unit Title: Friends & Family

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten

Unit Summary: Students will be able to identify some family members and common pets.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: **A** – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What is a family? ● What are typical pets? ● What makes a good friend? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Families are comprised of different members ● Families may celebrate holidays and events differently ● Families can live in different places
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● Exchange information about their family members and pets. ● Identify family members and various pets. 		

Evidence of Learning		
Formative Assessments <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Thumbs up/down ● Scale response ● Group/paired activities ● Face paddles ● Exit ticket 	Summative Assessments <ul style="list-style-type: none"> ● Oral Presentations/skits ● Quiz 	Technology Integration <ul style="list-style-type: none"> ● Smart Board activities ● Online quizzes (ie. Kahoot, Plickers)

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
 - Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas
 - The use of multiple intelligences assignments to meet all the types of learners in my classroom.
 - Review and make necessary IEP modifications/504 plan
 - Collaborate with ESL department to make necessary modifications for ELL students
- Differentiation
- <http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc>
- White Board,
 - TPR
 - Graphic Organizers
 - Games
 - Flashcards
 - Alternative Assessments

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Computers
- Websites
- White Boards
- Smart boards
- Teacher created activities (handouts, projects, interactive notebook, etc.)
- Songs/music
- Video clips
- Literature
- District selected textbook or series

Teacher Notes:

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners)

<http://www.wordreference.com> (reputable translation website)

<http://www.quia.com> (practice quizzes and vocabulary reinforcement)

<http://www.quizlet.com> (quiz generator and practice)

www.holasenorjuan.com (site of activities geared to 3, 4, 5 year olds)

www.funforspanishteachers.blogspot.com

www.lightbulblanguages.co.uk

teachers pay teachers

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 1)

Content Area: World Languages

Unit Title: Socialization

Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade

Unit Summary : Students will use polite words, greetings and leave-taking phrases.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: **A** – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are ways to greet someone? ● Why is being respectful important? ● What are some basic ways to communicate in the target language? ● How would you tell someone how you feel in the target language? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are many ways to communicate with someone.
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Unit Learning Targets (Objectives)

Students will ...

- use various ways to greet another person.
- use various ways to say goodbye to another person.
- say please, thank you and you are welcome in the target language.
- be able to introduce themselves and someone else.

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Second Grade

Unit Summary: Students will be able to identify family members, friends and pets.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode – Strand B

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
Presentational Mode – Strand C		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What constitutes a family in the target culture? ● What is the role of the pet? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● A family unit may include extended family members.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● use vocabulary related to immediate family members, pets, and friends ● state the relationship between family members ● illustrate and label their family unit ● role play family members ● understand and use vocabulary to name common animals (pets & zoo) ● express what pets he/ she has ● understand and use vocabulary to identify one’s friends 		

Lavallette Elementary
WORLD LANGUAGE CURRICULUM
(UNIT 2)

Content Area: World Languages

Unit Title: School Life

Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade

Unit Summary: Students will understand and identify basic school objects, using some colors and numbers through five, and people.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: **A** – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What objects are used in a classroom? • Who is in the classroom? • Who is in the school? • Are classrooms the same everywhere? • How is school different in other countries? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there are many ways to describe objects. • school objects are used in various ways. • school environments vary from country to country
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • identify classroom object and people. • count from zero to five. • use some basic colors to describe objects. • use verbs associated with the school objects 	

<p>Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 3)</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Calendar & Weather</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade</p>
<p>Unit Summary : Students will be able to identify some calendar and weather vocabulary.</p>

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
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7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.		
Interpersonal Mode – Strand B			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
Presentational Mode – Strand C			
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1"> <tr> <td data-bbox="181 1570 987 1879"> Unit Essential Questions <ul style="list-style-type: none"> How would you tell all about today? (day, month, date, weather) </td> <td data-bbox="987 1570 1421 1879"> Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How would you tell all about today? (day, month, date, weather) 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates.
Unit Essential Questions <ul style="list-style-type: none"> How would you tell all about today? (day, month, date, weather) 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates. 		

- Holidays may be celebrated differently in other cultures.

Unit Learning Targets (Objectives)

Students will ...

- use various weather terms
- use days of the week, today, tomorrow and yesterday
- compare how holidays are celebrated

**Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 4)**

Unit Title: Friends & Family

Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade

Unit Summary: Students will be able to identify some family members and common pets.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode – Strand B

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
Presentational Mode – Strand C		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What is a family? ● What are typical pets? ● What other animals are there? ● What makes a good friend? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Families are comprised of different members ● Families may celebrate holidays and events differently ● Families can live in different places ● Animals belong to different groups
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● Exchange information about their family members and pets. ● Identify family members and various pets. ● Use some descriptive words for family and animals 		

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 1)

Content Area: World Languages

Unit Title: Socialization

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Second Grade

Unit Summary : Students greet people in target language using culturally authentic expressions and vocabulary.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Technology connections: 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
	Presentational Mode - Strand C

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are ways to greet and say farewell to someone? ● How would you tell someone how you feel in the target language? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are many ways to communicate with someone.
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Give appropriate verbal answers in the target language. ● respond to common greetings and farewells ● recognize vocabulary related to greetings, farewells, and introductions ● express various physical feelings when asked ● “How are you?” in target language ● understand and articulate proper usage of words and phrases used as courtesy ● expressions in conversations ● identify and pronounce letters of the alphabet ● Learn about authentic celebrations, songs and dances 	

Lavallette Elementary
WORLD LANGUAGE CURRICULUM
(UNIT 2)

Content Area: World Language

Unit Title: School Life

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Second Grade

Unit Summary: Students will identify classroom objects in the target language

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the universe. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: **A** – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are names for classroom objects? • How do you request someone to do something? • What are schools like in the countries of the target language? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Total Physical Response (TPR) commands related to the classroom (Stand up, sit down, Take out..., Put away..., etc.) • the differences between their schools and schools in the target language countries
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<p>Unit Learning Targets (Objectives) <i>Students will ...</i></p> <ul style="list-style-type: none"> • Ask questions about people and objects. • Identify and request classroom objects • Understand and respond to commands and directions. • Students will identify objects and match to word using “This is..) • Give appropriate responses the target language (TL). • Use “This is...”

<p>Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 3)</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Calendar & Weather</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/Second Grade</p>

Unit Summary : In this unit the student will use the calendar to state the day of the week, month and date while counting to 31, as well as, describe the weather and identify the seasons

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.		
Interpersonal Mode – Strand B			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
Presentational Mode – Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> ● How would you tell all about today? (day, month, date, weather) ● How is the calendar different in other countries? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● The calendar varies from country to country. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ● How would you tell all about today? (day, month, date, weather) ● How is the calendar different in other countries? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● The calendar varies from country to country.
Unit Essential Questions <ul style="list-style-type: none"> ● How would you tell all about today? (day, month, date, weather) ● How is the calendar different in other countries? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● The calendar varies from country to country. 		

- What information does a calendar provide and how is this useful?

- Traditions vary from country to country

Unit Learning Targets (Objectives)

Students will ...

- the days of the week and months of the year
- the difference between the target language calendar and other calendars
- major holidays in target culture
- that other countries may write the date differently than us
- count up to 31
- vocabulary related to the 4 seasons and basic weather expression
- respond to questions related to the calendar
- compare the difference between target language calendar and other calendars
- respond to questions related to weather and seasons
- solve simple math problems in target language (TL)

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 4)

Target Course/Grade Level: Novice-Mid (NM) Language Learner/Second Grade

Unit Summary: Students will be able to identify family members, friends and pets.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, **B** - Interpersonal Mode, **C**- Presentational Mode

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode – Strand B

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> ● What constitutes a family in the target culture? ● What is the role of the pet? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● A family unit may include extended family members.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● use vocabulary related to immediate family members, pets, and friends ● state the relationship between family members ● illustrate and label their family unit ● role play family members ● understand and use vocabulary to name common animals (pets & zoo) ● express what pets he/ she has ● understand and use vocabulary to identify one’s friends 	