

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

MANDARIN CHINESE I - 3511

School Westfield High School
Department..... World Languages
Length of Course..... Full Year
Credits5
Grade Level(s) 9-12
Prerequisite None
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages provides students essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different perspectives and different ways of organizing human societies. Proficiency in a world language allows students an understanding of the roots of their own language and culture, and thereby enables them to be informed members of a global society.

Chinese is the most widely-spoken language on the planet. Approximately 850 million speakers of Chinese claim Mandarin as their native language. As a non-European language, Mandarin Chinese exposes students to complex linguistic systems which include tonality differentials and an Eastern view to compare to Western languages they have previously studied. The study of the Chinese language enables students to become familiar with the history and culture of the Chinese people as they make both cultural and personal connections and comparisons to their own.

Mandarin Chinese I is a foundation course directed toward the development of the four basic skills of listening, speaking, reading and writing. Students at this level begin to describe themselves and others using memorized and practiced expressions. They can ask and answer questions as well as express likes and dislikes. The understanding and appreciation of the Chinese people and their culture form an integral part of the learning experience, thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 1.NH.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.3

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2

Collect information related to the cultural products, practices and perspectives associated with target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

Mandarin Chinese I provides students the opportunity to develop a vocabulary and grammar base. Students are given many opportunities to practice new vocabulary and expressions. The course seeks to begin the development of language skills that can be applied in both formal and informal situations. The skill of understanding simplified Chinese characters is infused throughout the course; however, students are exposed to using pinyin for typical writing assignments. Furthermore, the history of the Chinese writing system is introduced throughout the course while adhering to the essential questions for various units of study. Since Mandarin Chinese is not an alphabetic language, students are provided with the appropriate framework for understanding the linguistic system and creating meaning through activities during lessons. The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities.

Themes

- A. All about Me (suggested time 7-8 weeks)
 - 1. use appropriate greetings
 - 2. ask and express age
 - 3. express basic personal information
 - 4. identify immediate family members

- B. My School (suggested time 7-8 weeks)
 - 1. recognize common classroom vocabulary
 - 2. identify classes, schedules and times
 - 3. identify extracurricular activities (sports, clubs)
 - 4. express likes/dislikes
 - 5. recall days of the week and months of the year
 - 6. compare/contrast schools from the U.S. with those from the target culture

- C. My Interests and Hobbies (suggested time 5-6 weeks)
 - 1. express favorite activities
 - 2. explain how interests and hobbies define oneself
 - 3. discuss the role of social media in today's world
 - 4. identify different resources on the internet
 - 5. identify occupations

- D. Cultural Traditions (suggested time 7-8 weeks)
 - 1. identify meal times
 - 2. examine the influence of Chinese cuisine in American culture
 - 3. compare/contrast American, Chinese, and Chinese-American dishes
 - 4. recognize Chinese traditions and customs
 - 5. discover the eight regional cuisines of China

- E. How Do I Get Around? (suggested time 5-6 weeks)
 - 1. identify modes of transportation
 - 2. express daily routines in the future
 - 3. experience colors and their cultural meanings
 - 4. recognize the flags of Chinese-speaking countries

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-infused instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
 - 1. interviews
 - 2. oral presentations
 - 3. aural practice
 - 4. role-play
 - 5. classroom observations during coupled and group activities
- B. Formal Assessments
 - 1. baseline assessments
 - 2. benchmark assessments
 - 3. short essays
 - 4. oral presentations
 - 5. written quizzes and tests
 - 6. aural assessments
 - 7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJSLs 11-12.A.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD NJSLs 11-12.A.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD NJSLs 11-12.A.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD NJSL 11-12.A.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD NJSL 11-12.A.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD NJSL 11-12.A.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD NJSL 11-12.A.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

STANDARD NJSL 11-12.A.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD NJSL 11-12.A.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

STANDARD NJSL 11-12.A.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Technology

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

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

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Course of Study

MANDARIN CHINESE II - 3512

Schools.....Westfield High School
Department..... World Languages
Length of course Full Year
Credits5
Grade Level..... 9-12
PrerequisiteMandarin Chinese I
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages provides a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

Chinese is the most widely-spoken language on the planet. Approximately 850 million speakers of Chinese claim Mandarin as their native language. As a non-European language, Mandarin Chinese exposes students to complex linguistic systems which include tonality differentials and an Eastern view to compare to Western languages they have previously studied. The study of the Chinese language enables students to become familiar with the history and culture of the Chinese people as they make both cultural and personal connections and comparisons to their own.

Mandarin Chinese II is the second course in the sequence of Chinese courses directed to the continued development of the skills of listening, speaking, reading, and writing. Students continue to grow in their knowledge of the Chinese language and culture by describing daily routines and interacting with Chinese speakers. Students are able to ask and answer questions as well as express likes and dislikes. The understanding and appreciation of the Chinese people and their culture form an integral part of the learning experience, thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NH.A.1, 7.1.NH.A.2

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2, 7.1.NH.A.5, 7.1.NH.A.6

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NH.A.5, 7.1.NH.A.6

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4, 7.1.NH.B.1, 7.1.NH.B.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3, 7.1.NH.B.3, 7.1.NH.B.4

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.5, 7.1.NH.B.6

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.4, 7.1.NH.B.5

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2, 7.1.NH.B.1, 7.1.NH.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.3, 7.1.NH.B.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.3

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2

Collect information related to the cultural products, practices and perspectives associated with target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

Mandarin Chinese II provides students the opportunity to continue to expand a vocabulary and grammar base. Students are given many opportunities to practice new vocabulary and expressions. The course seeks to continue the development of language skills that can be applied in both formal and informal situations. Students are encouraged to continue to use and understand more simplified Chinese characters; however, they may still continue to rely on pinyin for reading and writing activities. The history of the Chinese writing system continues to be presented throughout the course while adhering to the essential questions for various units of study. Students are provided with the appropriate framework for understanding the linguistic system and creating meaning through activities during lessons. After a review of the topics presented in Mandarin Chinese I, the following themes are interwoven to provide the

framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities.

Themes

- A. My School Life (suggested time 6-7 weeks)
 - 1. identify school supplies
 - 2. recognize school/classroom objects
 - 3. describe school/classroom objects by dimensions/measurements
 - 4. formulate questions using “or” [还是]

- B. My House (suggested time 6-7 weeks)
 - 1. describe features of a house
 - 2. recognize different rooms in a house
 - 3. utilize location words to identify location [上下左右, 里外, 中间, 对面, 这里那里]
 - 4. describe the rooms of a house by using measurement terms
 - 5. compare/contrast houses/rooms using “more than” [更]

- C. Vacation Plans
 - 1. Weather (suggested time 2-3 weeks)
 - a. identify the seasons
 - b. describe climate using temperature
 - 2. Travel (suggested time 3-4 weeks)
 - a. recognize different places where the target culture is represented
 - b. identify geographical features of a particular region
 - c. explain leisure activities
 - d. express likes/dislikes
 - e. describe types of accommodation
 - f. utilize cardinal points to articulate directions [东西南北]

- D. Fashion
 - 1. Clothing (suggested time 2-3 weeks)
 - a. identify different clothing items
 - b. recognize sizes
 - c. describe clothing items using colors
 - d. express preferences
 - 2. Bargaining (suggested time 2-3 weeks)
 - a. identify differences in currency across target culture
 - b. use numbers to express desired purchase price
 - 3. Shopping (suggested time 2-3 weeks)
 - a. identify different types of stores
 - b. recognize products sold in various stores

- E. Holidays in Chinese-speaking Communities (suggested time 6-7 weeks)
 - 1. discover summer holidays in China
 - 2. compare/contrast Valentine’s Day
 - 3. identify features of Dragon Boat Festival and Tomb Sweeping Day

4. distinguish differences between national and civic holidays

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
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- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
 1. interviews
 2. oral presentations
 3. aural practice
 4. role-play
 5. classroom observations during coupled and group activities
- B. Formal Assessments
 1. baseline assessments
 2. benchmark assessments
 3. short essays
 4. oral presentations
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 7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

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Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic

- materials orally or in writing.
Name and label tangible cultural products and imitate cultural practices from
7.1.NM.C.4 the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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APPENDIX V

New Jersey Student Learning Standards for Technology

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

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

MANDARIN CHINESE III - 3513

Schools..... Westfield High School
Department..... World Languages
Length of course Full Year
Credits5
Grade Level..... 9-12
Prerequisite Mandarin Chinese II
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages provides a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

Chinese is the most widely-spoken language on the planet. Approximately 850 million speakers of Chinese claim Mandarin as their native language. As a non-European language, Mandarin Chinese exposes students to complex linguistic systems which include tonality differentials and an Eastern view to compare to Western languages they have previously studied. The study of the Chinese language enables students to become familiar with the history and culture of the Chinese people as they make both cultural and personal connections and comparison to their own.

Mandarin Chinese III is the third course in the sequence of Chinese courses directed to the continued development of the skills of listening, speaking, reading, and writing. Students continue to grow in their knowledge of the Chinese language and culture by describing daily routines and interacting with Chinese speakers. Students are able to participate in conversations about the daily life of teenagers inside and outside of the school day. In addition, students are able to discuss issues related to health and the environment. Furthermore, the students are introduced to a focused transition from using pinyin to understanding and reading characters. The understanding and appreciation of the Chinese people and their culture form an integral part of the learning experience thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NH.A.1, 7.1.NH.A.2, 7.1.IL.A.1, 7.1.IL.A.2
New Jersey Student Learning Standards for ELA A.R2
New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NH.A.5, 7.1.NH.A.6, 7.1.IL.A.2
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NH.A.5, 7.1.NH.A.6, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NH.B.1, 7.1.NH.B.2, 7.1.IL.B.4
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NH.B.3, 7.1.NH.B.4, 7.1.IL.B.3
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NH.B.5, 7.1.NH.B.6, 7.1.IL.B.1,
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NH.B.4, 7.1.NH.B.5, 7.1.IL.B.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NH.B.1, 7.1.NH.B.2, 7.1.IL.B.2,
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

*New Jersey Student Learning Standards for World Languages 7.1.NH.B.3, 7.1.NH.B.4, 7.1.IL.B.1,
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1*

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

*New Jersey Student Learning Standards for World Languages 7.1.NH.C.2, 7.1.IL.C.1,
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Visual and Performing Arts 1.3*

Make presentations comparing/contrasting the target culture with their own

*New Jersey Student Learning Standards for World Languages 7.1.IL.C.4
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Visual and Performing Arts 1.2
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Use familiar words and expressions to describe people, places, and things

*New Jersey Student Learning Standards for World Languages 7.1.IL.C.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1*

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Identify tangible cultural products and imitate cultural customs from the target culture

*New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2*

Collect information related to the cultural products, practices and perspectives associated with target culture to create a short presentation on specific themes with a target language audience.

*New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1*

III. CONTENT, SCOPE, AND SEQUENCE

Mandarin Chinese III provides students with comprehensive opportunities to expand on their vocabulary and grammar knowledge. Students are encouraged to produce the target language on a daily basis, with an emphasis on interpersonal language. By this level, students are able to read and write characters in short sentences and paragraphs; therefore, the use of pinyin is gradually phased out as the students focus more on character-based reading and writing activities. The history of the Chinese writing system continues to be presented throughout the course while adhering to the themes and topics from various units of study. Since Mandarin Chinese is not an alphabetic language, students are provided with the appropriate framework for understanding the linguistic system and creating meaning through activities during lessons. After a review of the topics presented in Mandarin Chinese II, the following themes are interwoven to provide the structure by which students communicate as they explore cultural

perspectives, make connections and comparisons, and prepare to participate in local and global communities.

Themes

- A. Student Roles (suggested time 6-7 weeks)
 - 1. compare/contrast the role of students in Chinese-speaking communities
 - 2. discuss the roles of student government
 - 3. describe the life of a transfer student
 - 4. describe the experience of running for class president

- B. My Health (suggested time 6-7 weeks)
 - 1. explain physical health/well-being
 - 2. recognize common ailments and diseases
 - 3. distinguish mainstream medicine from traditional Chinese medicine [中医]

- C. Teenage Years (suggested time 6-7 weeks)
 - 1. express personal curfews and allowances
 - 2. describe part-time jobs
 - 3. define responsibilities/chores of a teenager

- D. Environment (suggested time 6-7 weeks)
 - 1. describe things that can be done to help improve the environment
 - 2. recognize different recycling methods
 - 3. animals and their habitats

- E. Traditional Chinese Literature (suggested time 6-7 weeks)
 - 1. articulate topics on classic Chinese novels, such as [水浒传] All Men are Brothers, [红楼梦] Dreams of the Red Chamber, [三国演义] Romance of the Three Kingdoms, [西游记] Journey to the West
 - 2. compare/contrast traditional with modern performances [相声] crosstalk, [京剧] Peking Opera

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-infused instruction
- E. Hands-on activities

- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

V. **EVALUATION**

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

- 1. interviews
- 2. oral presentations
- 3. aural practice
- 4. role-play
- 5. classroom observations during coupled and group activities

B. Formal Assessments

- 1. baseline assessments
- 2. benchmark assessments
- 3. short essays
- 4. oral presentations
- 5. written quizzes and tests
- 6. aural assessments
- 7. projects.

VI. **PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic

- materials orally or in writing.
Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 7.1.NM.C.4

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Technology

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

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 3

Schools..... Elementary Schools
Department World Languages
Length of Course.....18 hours
Grade Level.....3
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness support cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures. Knowing a language other than English enables students to converse in the target language and become familiar with the history and the current issues of the people that the language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

This course is the first language immersion experience in the classroom setting for most students. The program’s primary goal is to develop basic communicative proficiency with an emphasis on oral production. It is intended for students who have no prior knowledge of the Spanish language. At the third-grade level, Spanish is offered once a week for thirty minutes. The program also emphasizes an understanding of and appreciation for the relationship between the Spanish language and the Hispanic cultures it represents.

II. OBJECTIVES

World Languages - Grade 3 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Student Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Technology, and 21st Century Life & Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NH.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.1

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Collect information related to the cultural products, practices and perspectives associated with the target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural products, make connections and comparisons, and prepare to participate in local and global communities:

A. Introduction to basic skills (8-9 weeks)

1. greetings and introductions
2. the alphabet
3. basic colors
4. numbers 0-31
5. basic classroom objects and expressions

- B. The calendar (8-9 weeks)
 - 1. date, days of the week, and months of the year
 - 2. international standards for calendar in the Spanish-speaking world
 - 3. weather expressions
 - 4. the seasons
 - 5. birthdays

- C. Family relationships (8-9 weeks)
 - 1. kinship terms
 - 2. using “se llama” to share names of family members
 - 3. expressing age

- D. About me (8-9 weeks)
 - 1. basic personal information
 - 2. gender
 - 3. my address and phone number
 - 4. express favorite numbers, colors, and seasons
 - 5. holidays and celebrations.

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Guided reading and discussion
- G. Think-Pair-Share student partner activities
- H. Total Physical Response (TPR)

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. total physical response
2. aural practice
3. role-play
4. classroom observations during coupled and group activities
5. games

B. Formal Assessments

1. oral presentations
2. written quizzes and tests
3. aural assessments
4. projects

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Visitation of colleagues within our own district
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 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.

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic materials orally or in writing

7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs

APPENDIX V

New Jersey Student Learning Standards for Technology

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 4

Schools..... Elementary Schools
Department World Languages
Length of Course.....36 hours
Grade Level.....4
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness support cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures. Knowing a language other than English enables students to converse in the target language and become familiar with the history and the current issues of the people that the language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

This course is the second year of study for students in the elementary Spanish program. The primary goal is to develop communicative proficiency by extending concepts previously learned in third grade. In fourth-grade, Spanish is offered twice a week for thirty minutes each period. This curriculum builds and expands on basic language skills and structures with a focus on oral production. In addition, the fourth grade course of study provides students with enhanced opportunities to experience authentic materials representative of the target language. The program also emphasizes an understanding of and appreciation for the relationship between the Spanish language and the Hispanic cultures it represents.

II. OBJECTIVES

World Languages - Grade 4 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Student Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Technology, and 21st Century Life & Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NH.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.1

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Collect information related to the cultural products, practices and perspectives associated with the target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural products, make connections and comparisons, and prepare to participate in local and global communities:

A. Extension of basic skills and concepts (7-8 weeks)

1. greetings and introductions
2. the alphabet
3. basic colors
4. numbers 0-100
5. useful classroom expressions
6. calendar related vocabulary

- B. Sports (7-8 weeks)
 - 1. different kinds of sports
 - 2. likes/dislikes
 - 3. popular sports in Spanish-speaking countries

- C. Animals (7-8 weeks)
 - 1. different kinds of animals
 - 2. animal habitats
 - 3. description of movement
 - 4. favorite animals

- D. The body (7-8 weeks)
 - 1. parts of the body
 - 2. feelings and emotions
 - 3. expressions of pain or discomfort

- E. Clothing (7-8 weeks)
 - 1. basic articles of clothing
 - 2. clothing categories
 - 3. description of ensembles
 - 4. favorite types of clothing

- F. Food (7-8 weeks)
 - 1. basic categories
 - 2. fruits
 - 3. meal times
 - 4. typical foods in Spanish-speaking countries.

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Guided reading and discussion
- G. Think-Pair-Share student partner activities

H. Total Physical Response (TPR)

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. total physical response
2. aural practice
3. role-play
4. classroom observations during coupled and group activities
5. games

B. Formal Assessments

1. oral presentations
2. written quizzes and tests
3. aural assessments
4. projects

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Visitation of colleagues within our own district
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 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.

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Technology

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 5

Schools..... Elementary Schools
Department World Languages
Length of Course.....36 hours
Grade Level.....5
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness support cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures. Knowing a language other than English enables students to converse in the target language and become familiar with the history and the current issues of the people that the language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

This course is the third year of study for students in the elementary Spanish program. The primary goal is to develop communicative proficiency by extending concepts previously learned in third and fourth grades. In fifth grade, Spanish is offered twice a week for thirty minutes each period. This curriculum builds and expands on basic language skills and structures with a focus on oral production. In addition, the fifth-grade course of study provides students with enhanced opportunities to experience cultural products through the lens of native speakers of the target language and the countries they represent. The content is presented in a more in-depth approach in order to challenge students to apply previously learned material. The program also emphasizes an understanding of and appreciation for the relationship between the Spanish language and the Hispanic cultures.

II. OBJECTIVES

World Languages - Grade 5 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Technology, and 21st Century Life & Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NH.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1 and 6.2

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.1 and 6.2

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.1 and 6.2

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Collect information related to the cultural products, practices and perspectives associated with the target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural products, make connections and comparisons, and prepare to participate in local and global communities:

A. Review and expansion of basic skills and concepts (8-9 weeks)

1. the alphabet
2. colors
3. numbers 0-1,000 (patterns)
4. useful classroom expressions
5. calendar-related vocabulary
6. weather conditions

- B. School (8-9 weeks)
 - 1. faculty members in the school
 - 2. classroom objects
 - 3. introduction of prepositions
 - 4. subjects/specials
 - 5. student schedule
 - 6. maps
 - 7. cardinal points

- C. Daily routines (8-9 weeks)
 - 1. telling time
 - 2. morning/afternoon/night
 - 3. standard/military time
 - 4. typical school day
 - 5. mealtimes

- D. Family (8-9 weeks)
 - 1. extended family members
 - 2. relationships between family members
 - 3. birthdays and age
 - 4. physical appearances
 - 5. personality traits

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Guided reading and discussion
- G. Think-Pair-Share student partner activities
- H. Total Physical Response (TPR)

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. total physical response
2. aural practice
3. role-play
4. classroom observations during coupled and group activities
5. games

B. Formal Assessments

1. oral presentations
2. written quizzes and tests
3. aural assessments
4. projects

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Visitation of colleagues within our own district
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 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.

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX II

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.2. History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Technology

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1 (21st Century Life and Career Skills) 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.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - LEVEL I

Schools.....	Westfield High School
Department.....	World Languages
Length of course	Full Year
Credits	5
Grade Level.....	9-12
Prerequisite	None
Date	

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

The level I world language course in French, Italian and Spanish introduces level appropriate language functions and grammatical structures, which enhance a natural communicative approach to language learning. Proficiency in a language other than English enables students to make meaningful connections with the world around them and allows for a greater understanding of the beliefs and perspectives represented in the target language and cultures. The linguistic skills and cultural mindfulness students develop in learning another language are of great value in all scopes of life, particularly in education, business, world trade, travel, community and diplomacy.

The broad objective of all levels of language is to introduce and develop proficiency in the three modes of communication: interpretive, interpersonal, and presentational. Level I is a foundation course in which students learn basic purposeful interlocation that helps them build confidence in producing the target language. They can ask and answer questions as well as express likes and dislikes limited to the particular context in which language was presented.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 1.NH.A.2

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2

Collect information related to the cultural products, practices and perspectives associated with target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but they are not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis on its functionality within the communicative approach.

Themes

A. My World Language Classroom

1. What is immersion? (suggested time 1-2 weeks)
 - a. explain the use of the target language
 - b. identify appropriate greetings/farewells
 - c. understand classroom routines
 - d. use common questions and phrases in the language classroom
2. The weather (suggested time 2-3 weeks)
 - a. identify seasons, months of the year, and days of the week
 - b. recognize numbers from 0-20
 - c. describe the weather

B. All about Me

1. Who am I? (suggested time 3-4 weeks)
 - a. express name, age, and birthday
 - b. express likes/dislikes
 - c. introduce oneself and others
 - d. compare/contrast oneself with others
 - e. express nationality, heritage or background
2. My family (suggested time 4-5 weeks)
 - a. identify kinship terms
 - b. describe family members
 - c. explain family tree
 - d. use question words appropriately
 - e. identify differences and similarities across families
3. My school and my classroom (suggested time 4-5 weeks)
 - a. identify school/classroom objects
 - b. express subject areas of study
 - c. describe/compare student schedules
 - d. describe clothing (quantity, color, and size)
 - e. ask/tell time
 - f. describe sports and other extracurricular activities
 - g. discuss classroom responsibilities
 - h. recognize appropriate sequence of events
 - i. make predictions

C. My Community

1. My town (suggested time 4-5 weeks)
 - a. identify public places around town
 - b. recognize cultural structures
 - c. describe the jobs/areas that interest you
 - d. describe area where you live
 - e. explain differences between the city and suburbs

2. Food (suggested time 4-5 weeks)
 - a. identify different foods
 - b. describe shopping at the supermarket
 - c. describe typical routines at the restaurant/café
 - d. express preferences
 - e. identify meals and meal times

D. Celebrations

1. Cultural traditions (suggested time 4-5 weeks)
 - a. express family traditions
 - b. describe popular holidays from target culture
 - c. compare/contrast holidays across target cultures
2. At the party (suggested time 3-4 weeks)
 - a. invite a friend to a party
 - b. accept an invitation
 - c. express preferences related to food and music
 - d. describe party plans and activities

Grammatical Structures

1. French
 - a. Present tense (affirmative and negative) of regular *er*, *ir*, and *re* verbs
 - b. Present tense (affirmative and negative) of irregular and stem-changing verbs
 - c. Questions with “est-ce que” and with inversion
 - d. Interrogative adjectives
 - e. Comparatives
 - f. Demonstrative adjectives
 - g. Composed past (passé-composé) with “avoir” and “être”
 - h. Future with the verb “aller”
 - i. Adjective agreement
 - j. Possessive adjectives
 - k. Stress pronouns
 - l. Ordinal and cardinal numbers
 - m. Use of adverbs
 - n. Prepositions of location
 - o. Negative expressions
 - p. Idiomatic expressions
2. Spanish
 - a. Articles
 - b. Gender and number
 - c. Adjective agreement
 - d. Reflexive verbs
 - e. Possessive adjectives
 - f. Personal “a”; contractions “al” and “del”

- g. Present, preterit, imperfect (introduction) - structures “ir + a + infinitive”, “tener + que + infinitive” and “acabar + de + infinitive”
 - h. Most commonly used irregular verbs (ser, estar, ir, gustar, irregular “yo”, stem-changing verbs, saber vs. conocer)
 - i. Object pronouns (introduction)
3. Italian
- a. Articles
 - b. Gender and number
 - c. Adjective agreement
 - d. Pronouns
 - e. Conjunctions
 - f. Present, present progressive, present perfect
 - g. Most commonly used irregular verbs (avere, essere, stare, fare, andare, venire, uscire, dire, bere, dare, potere, dovere, volere)
 - h. Vocabulary and idiomatic expressions to include expressions of courtesy, salutations, weather and time
 - i. Idioms using “avere and “fare,” family, classroom items, and numbers
 - j. Possessive adjectives

Cultural Perspectives, Products, and Practices

1. Describing cultural differences in holidays celebrated in target language countries
2. Demonstrating increased awareness of and appreciation for the diversity of cultures including people, traditions, food, architecture, languages, poetry, art, music, dance, and handicrafts
3. Developing an awareness of and appreciation for the differences between one’s own culture and the target culture.

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities

I. Total Physical Response (TPR)

V. **EVALUATION**

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. interviews
2. oral presentations
3. aural practice
4. role-play
5. classroom observations during coupled and group activities

B. Formal Assessments

1. baseline assessments
2. benchmark assessments
3. short essays
4. oral presentations
5. written quizzes and tests
6. aural assessments
7. projects

VI. **PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 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.

Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

- 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 intonations of the target culture(s)/language during greetings, 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.
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C – Presentational Mode

- 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 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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APPENDIX VI

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STANDARD 9.1 (21st Century Life and Career Skills) 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.

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WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - LEVEL II AND II HONORS

Schools.....	Westfield High School
Department.....	World Languages
Length of course	Full Year
Credits	5
Grade Level.....	9-12
Prerequisite	WL-Level I
Date	

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages provides a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

The Level II world language course in French, Italian and Spanish expands on the development of the three modes of communication (interpretive, interpersonal, and presentational) with a focus on oral production and peer-to-peer interaction. Students at this level continue to express themselves on familiar topics using learned vocabulary and expressions as they move toward developing spontaneity and comfort level. Students placed in Level II Honors experience a more rigorous course as the thematic units are extended and instruction is delivered at a faster pace. All students are exposed to level-appropriate language functions and grammatical structures that enhance a natural communicative approach to language learning. Proficiency in a language other than English enables students to make meaningful connections with the world around them and allows for a greater understanding of the beliefs and perspectives represented in the target language and cultures.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Recognize familiar spoken and written words and phrases contained in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NH.A.1, 7.1.NH.A.2

New Jersey Student Learning Standards for ELA A.R2

New Jersey Student Learning Standards for Technology 8.1

Comprehend and respond to conversations by native speakers on a variety of topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.2, 7.1.NH.A.5, 7.1.NH.A.6

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Demonstrate comprehension of short conversations between speakers of the target language on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NH.A.5, 7.1.NH.A.6

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Ask and respond to simple questions using memorized words and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.4, 7.1.NH.B.1, 7.1.NH.B.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Use appropriate gestures and intonation in common daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.3, 7.1.NH.B.3, 7.1.NH.B.4

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Use digital tools to exchange basic information about self and studied topics

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.5, 7.1.NH.B.6

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Identify words and expressions from audio and visual resources based on familiar topics to participate in an exchange of information

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.4, 7.1.NH.B.5

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Recognize key information from written sources to formulate an appropriate response

New Jersey Student Learning Standards for World Languages 7.1.NM.B.2, 7.1.NH.B.1, 7.1.NH.B.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

Briefly respond in writing to oral, audio, visual, and written prompts on familiar topics using memorized words, phrases, and expressions

New Jersey Student Learning Standards for World Languages 7.1.NM.B.1, 7.1.NH.B.3, 7.1.NH.B.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

New Jersey Student Learning Standards for Technology 8.1

C. Presentational Communication Mode

Recite simple rhymes, dialogues, songs and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.C.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.3

Make presentations comparing/contrasting the target culture with their own

New Jersey Student Learning Standards for World Languages 7.1.NM.C.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Visual and Performing Arts 1.2

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Use familiar words and expressions to describe people, places, and things

New Jersey Student Learning Standards for World Languages 7.1.NM.C.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Communities, Cultures, Comparisons, and Connections

Demonstrate an understanding of the similarities and differences of the target culture by making cultural comparisons and connections

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Identify tangible cultural products and imitate cultural customs from the target culture

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2

Collect information related to the cultural products, practices and perspectives associated with target culture to create a short presentation on specific themes with a target language audience.

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but they are not the focus of instruction in the world languages classroom. Students explore grammar through context, with an emphasis on its functionality within the communicative approach.

Cultural Perspectives, Products, and Practices

1. Describing cultural differences in holidays celebrated in target language countries
2. Demonstrating increased awareness of and appreciation for the diversity of cultures including people, traditions, food, architecture, languages, poetry, art, music, dance, and handicrafts
3. Developing an awareness of and appreciation for the differences between one's own culture and the target culture.

Themes

A. Leisure Time, Hobbies & Sports (suggested time 3 - 4 weeks)

1. identify hobbies and sports
2. discuss pastimes
3. describe after-school schedule
4. compare and contrast common pastimes in different countries (II Honors)

B. Travel

1. Forms of transportation (suggested time 5 - 6 weeks)
 - a. describe different modes of transportation
 - b. explain travel preferences
 - c. recognize various ticket options and processes
 - d. identify areas in different transportation terminals
 - e. compare/contrast traveling experiences between destinations
 - f. recognize holidays and other traditions from the target cultures
 - g. compare/contrast different celebrations across target cultures
2. Accommodations (suggested time 3 - 4 weeks)
 - a. describe different lodging options
 - b. explain check-in/check-out procedures
 - c. convey messages to hotel staff
 - d. describe a recent trip (II Honors)

C. Fashion (suggested time 3 - 4 weeks)

1. identify clothing items and accessories
2. compare/contrast sizing system of clothing
3. describe what someone is wearing
4. explain what to wear according to weather and occasion
5. compare/contrast clothing stores (II Honors)

D. Personal Well-being

1. At the doctor's office (suggested time 1 - 2 weeks)
 - a. identify body parts
 - b. convey common symptoms of an illness to medical staff
 - c. discuss common diagnostic procedures and treatments with medical staff

2. Medical emergencies (suggested time 1 - 2 weeks)
 - a. identify common medical emergencies
 - b. identify areas in a hospital
 - c. request emergency medical assistance
 - d. explain to medical staff what happened

E. My Community

1. My house (suggested time (1 - 2 weeks))
 - a. identify rooms in a house
 - b. describe different rooms in a house
 - c. describe different housing options
2. The city (suggested time 2 - 3 weeks)
 - a. identify buildings/areas in a city
 - b. compare and contrast cities (II Honors)
3. The country (suggested time 1 - 2 weeks)
 - a. identify areas, plants, and animals in the country
 - b. compare and contrast city and country life

F. Eating Customs

1. Table setting (suggested time 1-2 weeks)
 - a. identify objects needed to set a table
 - b. compare/contrast place settings and eating customs
2. Meals (suggested time 1-2 weeks)
 - a. identify meals and foods common foods
 - b. identify kitchen appliances
 - c. explain food preparation techniques
 - d. compare/contrast different cuisines
 - e. express food preferences to a waiter

Grammatical Structures

1. French

- a. Describe using the verb *être*, regular and irregular adjectives
- b. Compare *C'est* vs. *Il est/ Elle est*
- c. Express feelings using the verb *avoir*
- d. Use expressions with the verb *faire*
- e. Ask questions using inversion
- f. Express what one has just done and is going to do using the temporal expressions *venir + de* and *aller + infinitive*
- g. Use the present tense with *depuis* to express how long one has been doing something
- h. Talk in the past tense with *avoir* and *être*
- i. Talk about people and things using *quelqu'un*, *quelque chose* and their negative

opposites

- j. Use *il y a* in the past tense to express how long ago events happened
- k. Express want, ability and necessity using the verbs *vouloir*, *pouvoir* and *devoir*
- l. Use the partitive article to express what one is eating
- m. Use the verb *boire* to express what one is drinking
- n. Talk about quantities and negation by using the preposition *de*
- o. Use the adjective *tout*
- p. Express what one must do using *il faut* + infinitive
- q. Use direct and indirect object pronouns in the present, past, and imperative
- r. Discuss who and what one knows using the verbs *connaître* and *savoir*
- s. Talk about what one says, reads and write using the verbs *dire*, *lire*, and *écrire*
- t. Recognize and using verbs followed by an indirect object
- u. Use stress pronouns in prepositional phrases
- v. Demonstrate knowledge of the conjugations and uses of the preterit tense
- w. Demonstrate knowledge of the conjugations and uses of the imperfect tense
- x. Compare and contrast the preterit and imperfect tenses
- y. Use subjunctive tense to express wants and obligations

2. Spanish

- a. Demonstrate knowledge of the conjugation and uses of the present indicative tense
- b. Compare and contrast the structure of a question and a statement
- c. State, name, age, feelings, weather and time
- d. Use of the structures: *tener + que*, *ir + a*, *acabar + de* and *hay*
- e. Demonstrate the conjugation and use of the verb *gustar* and verbs like *gustar*
- f. Distinguish among the uses of *ser* and *estar*
- g. Demonstrate knowledge of the conjugations and uses of the preterit tense
- h. Demonstrate knowledge of the conjugations and uses of the imperfect tense
- i. Compare and contrast the preterit and imperfect tenses
- j. Demonstrate knowledge of the conjugations and uses of the future tense
- k. Demonstrate the uses of direct and indirect object pronouns
- l. Demonstrate the use of the personal “a”
- m. Use of comparatives, superlatives and equality
- n. Demonstrate knowledge of the conjugations and uses of the conditional tense
- o. Demonstrate the conjugation and uses of the present perfect tense
- p. Use demonstrative adjectives and pronouns
- q. Give affirmative and negative tú, Ud., and Uds. commands and use with object pronouns
- r. Demonstrate the conjugation and uses of the present progressive tense and use with object pronouns
- s. Demonstrate the conjugation and uses of the imperfect progressive tense and use with object pronouns
- t. Demonstrate the conjugation and uses of the present subjunctive in noun clauses (II Honors)
- u. Distinguish between *por* and *para* (II Honors)

3. Italian

- a. Demonstrate appropriate use of articles
- b. Demonstrate knowledge of gender and number
- c. Demonstrate knowledge of appropriate adjective agreement
- d. Demonstrate appropriate use of pronouns
- e. Demonstrate appropriate use of conjunctions
- f. Conjugate present, present progressive, present perfect
- g. Identify most commonly used irregular verbs (*avere, essere, stare, fare, andare, venire, uscire, dire, bere, dare, potere, dovere, volere*)
- h. Use vocabulary and idiomatic expressions to include expressions of courtesy, salutations, weather and time
- i. Identify idioms with *avere* and *fare* (family, classroom items, and numbers)
- j. Demonstrate correct use of possessive adjectives
- k. Compare/contrast imperfect vs. present perfect tense
- l. Conjugate future tense
- m. Demonstrate appropriate use of conditional tenses
- n. Determine correct use of double object pronouns
- o. Identify reciprocal verbs
- p. Identify relative pronouns
- q. Demonstrate knowledge of comparatives and superlatives (regular & irregular)

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7.1.NM.C.4 the target culture(s).

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