New Pathways

# HILLSIDE PUBLIC SCHOOLS

New Possibilities

**World Language**
Course: World Language 2
Grades: 9-12

**Essential Course Information**

Full Year

## Course Overview

Level II World Language courses include Spanish and French and follow a comprehensive curriculum aligned with the **New Jersey World Languages Curriculum Framework** and **New Jersey State World Languages Standards**.

The primary goal of these courses is to **develop proficiency in the target language across the three modes of communication**: interpersonal, interpretive, and presentational. Teachers use a **Natural Approach to language acquisition**, immersing students in the target language during classroom activities to promote authentic and meaningful communication.

Instruction emphasizes skill development at the **Novice-High proficiency level**, as defined by **ACTFL (American Council on the Teaching of Foreign Languages)**. Students engage in tasks that integrate content from other subjects, fostering real-world connections, cultural understanding, and global awareness. Daily practice encourages both **linguistic competence and cultural knowledge**, preparing students to interact confidently with speakers of the target language.


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**Board of Education Approved**
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New Pathways

HILLSIDE PUBLIC SCHOOLS

New Possibilities

| Unit | Estimated Class Time | Overview |
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| **Unit 1** **Personal Identity and Daily Life in Context** | 10 Weeks | In this unit, students expand on foundational Level 1 skills to communicate about personal identity and daily life with greater detail, accuracy, and confidence. They describe routines, school experiences, preferences, and responsibilities using connected sentences and emerging paragraphs. Students interpret authentic and adapted texts, engage in short conversations with follow-up questions, and create presentations about themselves while making basic cultural comparisons. Instruction aligns with **ACTFL Novice-High Proficiency Guidelines** and **NJ World Language Standards**, emphasizing meaningful communication, cultural understanding, and mastery of high-frequency structures. |
| **Unit 2** **Exploring the City: Directions, Travel, and Local Sights** | 10 Weeks | This unit builds on Level 1 and previous WL 2 skills, focusing on neighborhoods, travel, directions, and landmarks. Students engage with authentic and semi-authentic materials—maps, signage, dialogues, videos, and online media—to strengthen comprehension and communication. Through interpretive, interpersonal, and presentational activities, learners expand connected sentences, ask for and give directions, describe locations and landmarks, and present information orally or in writing. Aligned with **ACTFL Novice-High Guidelines** and **NJ World Language Standards**, students apply context clues and prior knowledge, make cultural comparisons, and communicate effectively in real-world urban and travel scenarios. |
| **Unit 3** **Daily Life and Well-Being: Routines, Responsibilities, and Healthy Habits** | 10 Weeks | In this unit, students build on Level 1 skills to communicate about daily life, routines, household responsibilities, food, and personal health. Through interpretive, interpersonal, and presentational activities, learners read, discuss, and present information while making cultural comparisons. Instruction uses interactive tasks, authentic resources, and ongoing assessments to develop accuracy, comprehension, and confidence at the **Novice-High level**. |
| **Unit 4** **Contemporary Life: Descriptions, Arts, and Society** | 10 Weeks | In this unit, students expand on Level 1 skills to communicate about descriptions, arts, past events, and contemporary societal issues. Through interactive activities, collaborative tasks, and authentic resources, learners develop interpretive, interpersonal, and presentational skills. Vocabulary and grammar are taught in meaningful contexts, and cultural perspectives are integrated to encourage comparisons and reflection. Aligned with **NJ World Language Standards** and **ACTFL Novice-High guidelines**, the unit promotes meaningful communication, cultural understanding, and language growth. |

**World Language II**
**Grades: 9-12**

| Unit 1: Personal Identity and Daily Life in Context | Grades: 9-12<br>World Language II | Pacing: 10 Weeks |
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**Unit Overview**

In this unit, students build upon foundational language skills developed in Level 1 to communicate with increased detail, accuracy, and confidence about personal identity and daily life. Learners describe and discuss routines, school experiences, preferences, responsibilities, and interests using connected sentences and emerging paragraph-length discourse.

Through interpretive tasks, students analyze authentic and adapted texts related to daily life in the target culture, identifying key information and making simple inferences. Interpersonal activities emphasize sustaining short conversations, asking and answering follow-up questions, and adding explanations or reasons to familiar topics. Presentational tasks require students to organize information and present about their own lives while making basic cultural comparisons.

Instruction is aligned to the ACTFL Proficiency Guidelines and Performance Descriptors for Novice-High learners and the New Jersey Student Learning Standards for World Languages, with a focus on meaningful communication, cultural perspectives, and increasing control of high-frequency structures.

**Stage 1 Desired Results**

**New Jersey Student Learning Standards**

| New Jersey Student Learning Standards – World Languages Introduction | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
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| **Performance Expectations**<br><br>**Interpretive**<br>7.1.NM.IPRET.1: Identify familiar spoken and written | **Standards**<br><br>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas | **Standards**<br><br>**Highlighted Career Ready Practices and 21st Century Themes/Skills** | **Standards**<br><br>**Social Studies**<br><br>6.3.12.GeoGI.1: Collaborate |

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| words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.<br><br>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions,commands, and requests that relate to familiar and practiced topics.<br><br>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.<br><br>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.<br><br>7.1 NMA.5 Students understand and interpret **spoken and written language** on familiar topics.<br><br>**<u>Interpersonal</u>**<br>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, | through a network.<br><br>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.<br><br>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.<br><br>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.<br><br>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.<br><br>**Practices**<br><br>● Fostering an Inclusive Computing and Design Culture.<br>● Collaborating Around Computing and Design. | ● Standard 9.2: Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.<br><br>● Standard 9.4: Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.<br><br>● CRP1 Act as a responsible and contributing citizen and employee. | with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.<br><br>6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.<br><br>6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).<br><br>**Practices**<br><br>● Developing Questions and Planning Inquiry.<br>● Gathering and |

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| practiced questions, using memorized words and phrases.<br><br>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.<br><br>7.1 N.M.B 6. Students engage in **simple conversations** using practiced and some original language.<br><br>**<u>Presentational</u>**<br>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.<br><br>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.<br><br>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | | • CRP2 Apply appropriate academic and technical skills.<br>• CRP4 Communicates clearly and effectively and with reason.<br>• CRP6 Demonstrates creativity and innovation.<br>• CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.<br><br>**Practices**<br><br>• Consider the environmental, social and economic impacts of decisions.<br>• Demonstrate creativity and innovation.<br>• Utilize critical thinking to make sense of problems and persevere in solving them. | Evaluating Sources.<br>• Seeking Diverse Perspectives.<br>• Developing Claims and Using Evidence.<br>• Presenting Arguments and Explanations. |

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| 7.1 NMA 6.Students present **information and ideas** to an audience using simple language<br><br>**Practices**<br><br>**Communicate:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br><br>**Cultures Learners:** Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.<br><br>**Connections**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect | | | |

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| on the concept of culture through comparisons of the cultures studied and their own.<br><br>**Comparisons**: Develop insight into the nature of language and culture in order to interact with cultural competence. **:**Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | | |

**Vertical Integration**

**Prior Learning**

**Interpretative Mode 7.1.NM.**

- Understanding familiar words, phrases, and simple sentences in spoken and written texts
- Identifying main ideas in short, highly supported texts (audio, visuals, captions
- Following basic directions and classroom instructions
- Interpreting meaning from pictures, symbols, gestures, and cognates.

**Interpersonal Mode 7.1.NM.**

**Future Learning**

**Interpretive Mode :NJSLS 7.1.NM**

- Understanding longer spoken and written texts on familiar topics
- Identifying main ideas and supporting details with reduced visual support
- Interpreting authentic resources (short articles, videos, announcements)
- Making inferences based on context and cultural cues.

**Interpersonal Mode NJSLS 7.1.NM.B**

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| • Participate in **simple, face-to-face conversations** using practiced language<br>• Ask and answer **basic questions** about themselves and others.<br>• Exchange personal information (name, age, preferences, daily activities)<br>• Respond appropriately using **memorized phrases and sentence frames**<br><br>**Presentational Mode: NJSLS 7.1.N**<br><br>• **Pres**enting basic information using simple sentences<br>• Writing short texts such as lists, captions, and brief paragraphs<br>• Creating oral presentations with visual supports<br>• Using high-frequency vocabulary and practiced structures<br><br>**Intercultural Competence NJSLS 7.1.NM.D**<br><br>• **I**dentify products, practices, and perspectives of target cultures<br>• Compare aspects of daily life between their own culture and others<br>• Recognize appropriate cultural behaviors (greetings, gestures, school life)<br>• Show respect for cultural similarities and differences | • Engage in **more spontaneous conversations**<br>• Ask follow-up questions and maintain interactions<br>• Express opinions, preferences, and reactions<br>• Use language in **unrehearsed situations**<br><br>**Presentational Mode: 7.1.NM.C**<br><br>• Creating **organized paragraphs** and short presentations<br>• Narrating events using **present, emerging past, and future time frames**<br>• Using transitions and details to improve clarity<br>• Presenting information for specific audiences and purposes<br><br>**Intercultural Competence : 7.1.NM.**<br><br>• Explaining relationships between **cultural practices and perspectives**<br>• Making more detailed cultural comparisons<br>• Demonstrating culturally appropriate language use<br>• Reflecting on how culture influences communication |

| **ESTABLISHED GOAL** | ***Meaning*** | |
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| | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| Students will communicate effectively in the interpretive, interpersonal, and presentational modes as defined by the New | ***Students will understand that…***<br><br>• Language allows individuals to express personal identity through daily routines, | • How do people express personal identity and daily life through language? |

<table>
<tr>
<td rowspan="3">Jersey Student Learning Standards for World Languages (7.1).<br><br>Students will use the target language to exchange information, express personal meaning, and interpret messages related to everyday life.<br><br>Students will develop cultural understanding by exploring practices and perspectives of target language communities and making comparisons to their own experiences.<br><br>Students will apply communication strategies to support understanding and meaning when language is incomplete.<br><br>Students will progress toward the Novice-High proficiency range as described in the ACTFL Proficiency Guidelines and Performance Descriptors.</td>
<td>preferences, and responsibilities.<br><br>● Effective communication focuses on conveying meaning and expanding ideas, even when language is imperfect.<br><br>● Daily life is shaped by cultural practices and perspectives, and comparing routines helps learners better understand themselves and others.<br><br>● Sustained communication develops when learners connect ideas, add details, and respond to others in meaningful contexts.<br><br>● Understanding spoken and written language relies on context, visuals, prior knowledge, and cultural cues, not direct translation.<br><br>● Active participation in interpersonal communication supports growth in language proficiency and cultural competence.</td>
<td>● How can we communicate meaningful information about ourselves and our routines, even when our language skills are still developing?<br><br>● How do daily routines and responsibilities reflect cultural practices and perspectives?<br><br>● How does context influence how we communicate in different situations?<br><br>● Why is comparison between our own experiences and those of others important for understanding culture?<br><br>● How do cultural expectations shape interactions in everyday situations?<br><br>● How can using context clues and prior knowledge help us understand others more effectively?</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
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<tr>
<td colspan="2">Students will be able to…(Depth of Knowledge)<br><br>● Communicate information about personal identity, daily routines, preferences, and responsibilities using connected sentences.</td>
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| | • Ask and answer a variety of questions to sustain short conversations on familiar topics.<br>• Describe and explain aspects of daily life using familiar language with increasing accuracy and detail.<br>• Interpret the main idea and key details from spoken, written, and visual texts related to everyday life and routines.<br>• Present organized information orally and in writing about themselves and their daily lives using familiar structures.<br>• Make simple cultural comparisons between their own routines and those of people in target language communities.<br>• Use context clues, visuals, and prior knowledge to understand meaning rather than relying on word-for-word translation. |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Performance Task(s):**<br><br>**Interpretive Performance Task**<br><br>**(NJSLS-WL 7.1.NM.A – Interpretive Mode)**<br><br>**Task:** Students read a short text or listen to an audio/video message in which a **teen from a target language community** describes their daily life, routines, school experiences, and personal interests.<br><br>**Students demonstrate comprehension by:**<br><br>• Identifying the **main idea**<br>• Identifying **key details** related to daily routines, preferences, and responsibilities<br>• Using **context clues, visuals, and prior knowledge** to infer meaning |

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| | ● Completing a graphic organizer or responding to comprehension prompts in **English or the target language**, as appropriate to proficiency level<br><br>---<br><br>**Interpersonal Performance Task**<br><br>**(NJSLS-WL 7.1.NM.B – Interpersonal Mode)**<br><br>**Task:** Students participate in a **sustained conversation** with a partner about their daily lives and personal identity.<br><br>**Students will:**<br><br>● Ask and answer questions about **routines, preferences, and school life**<br>● Add **details and explanations** to responses<br>● Ask at least **one follow-up question**<br>● Maintain communication using strategies such as clarification, repetition, or paraphrasing<br><br>---<br><br>**Presentational Performance Task**<br><br>**(NJSLS-WL 7.1.NM.C – Presentational Mode)**<br><br>**Task:** Students create an **oral or written presentation** describing their personal identity and daily life.<br><br>**Presentation includes:**<br><br>● Personal information and interests<br>● A description of **daily routines or responsibilities**<br>● Connected sentences organized around a clear topic<br>● A **simple cultural comparison** (e.g., how their routine is similar to or different from routines in a target language community) |

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| | **<u>Summative Assessment(s)</u>:**<br><br>**<u>Mid-Unit Summative</u>:** ***Daily Life & Routines Check***<br><br>**Interpretive Task (Summative Checkpoint)**<br><br>**Task:** Students read or listen to a short text in which a **teen from a target language community** describes aspects of their daily routine, school life, and preferences.<br><br>**Students demonstrate understanding by:**<br><br>● Identifying the **main idea**<br>● Identifying **key details** related to routines and activities<br>● Using **context clues and visuals** to determine meaning<br>● Completing a graphic organizer or short response (in English or the target language, as appropriate)<br><br>**Assessed Criteria:**<br><br>● Main idea comprehension<br>● Key detail recognition<br>● Use of interpretive strategies<br><br>---<br><br>**Interpersonal Task (Summative Checkpoint)**<br><br>**Task:** Students participate in a **partner conversation** about daily routines and school life.<br><br>**Students will:**<br><br>● Ask and answer questions about **daily activities and preferences** |

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| | ● Add **details or explanations** to responses<br>● Ask at least **one follow-up question**<br>● Maintain communication using strategies (repetition, clarification, circumlocution)<br><br>**Assessed Criteria:**<br><br>● Ability to sustain a short exchange<br>● Meaningful responses<br>● Communication strategies<br><br>**<u>End-of-Unit Summative</u>: *My Life in Context***<br><br>**Interpretive Task**<br><br>**Task:** Students interpret a short authentic or adapted text (audio, video, or reading) describing **daily life and routines** in a target language community.<br><br>**Students demonstrate comprehension by:**<br><br>● Identifying the **main idea**<br>● Identifying **key details**<br>● Making a **simple inference** using context clues<br>● Responding through a graphic organizer or guided prompts<br><br>---<br><br>**Interpersonal Task**<br><br>**Task:** Students engage in a **sustained conversation** with a partner or the teacher about personal routines and daily life.<br><br>**Students will:** |

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| | • Ask and answer questions about **routines, responsibilities, and preferences**<br>• Expand responses with **connected sentences**<br>• Ask follow-up questions<br>• Maintain meaning throughout the interaction<br><br>---<br><br>**Presentational Task**<br><br>**Task:** Students create an **oral or written presentation** describing their personal identity and daily life **in context**.<br><br>**Presentation includes:**<br><br>• Description of **daily routines and responsibilities**<br>• Personal preferences and interests<br>• **Connected sentences** organized around a central idea<br>• A **simple cultural comparison** between their own routines and those in a target language community<br><br>Formats may include:<br><br>• Short oral presentation<br>• Written paragraph or blog-style entry<br>• Recorded audio or video presentation |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Formative Assessments and Other Evidence:**<br><br>**Interpretive Evidence**<br><br>• Comprehension checks based on short audio, video, or written texts related to daily life and routines<br>• Graphic organizers identifying **main ideas and key details**<br>• Matching activities and sequencing tasks using visuals and context clues |

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| | ● Exit tickets demonstrating understanding of spoken or written messages<br>● Think-alouds or guided responses demonstrating use of **interpretive strategies**<br><br>**Interpersonal Evidence**<br><br>● Structured partner or small-group conversations focused on routines, preferences, and responsibilities<br>● Teacher observation checklists during interpersonal tasks<br>● Turn-and-talk activities requiring students to ask and answer follow-up questions<br>● Role-play scenarios emphasizing **meaningful interaction over memorization**<br>● Self-reflection or peer feedback on communication effectiveness<br><br>**Presentational Evidence**<br><br>● Short oral or written responses describing aspects of daily life<br>● Journal entries or paragraph drafts using **connected sentences**<br>● Visual or digital products (e.g., schedules, infographics) accompanied by language output<br>● Draft presentations with teacher feedback prior to summative assessment<br>● Quick writes or recorded responses demonstrating organization and clarity of ideas<br><br>**Other Evidence of Learning**<br><br>● Student self-assessment using **ACTFL-aligned Can-Do statements**<br>● Vocabulary and structure checks embedded in context rather than isolated drills<br>● Conferencing notes documenting progress and communication strategies<br>● Teacher feedback focused on **comprehensibility, expansion of ideas, and use of strategies**<br>● Evidence of cultural understanding through comparisons and reflections |
| **Stage 3 Learning Plan** | |
| **Materials and Resources**<br><br>**Text and Print Resources** | |

- For Spanish, the *Auténtico* series (Student Edition and Workbook) may be used to support vocabulary, grammar, and practice activities. Teachers using other languages may substitute an equivalent Level 2 textbook appropriate to the target language.
- Adapted authentic texts (short paragraphs, schedules, menus) related to personal identity, routines, school, and preferences
- Student notebooks or journals for writing and formative practice
- Graphic organizers, charts, and worksheets to support comprehension and organization

### Audio and Visual Resources

- Audio recordings or podcasts in the target language describing daily life and routines
- Short videos, vlogs, or cultural clips from target language communities
- Visual supports (images, infographics, realia) to aid comprehension and contextual understanding

### Digital and Interactive Tools

- Online quiz and review platforms (e.g., Quizlet, Kahoot!, Blooket, Quizziz)
- Language-learning apps (e.g., Duolingo, other WL apps appropriate to the target language)
- Presentation and recording tools (e.g., Google Slides, Flipgrid, or other multimedia tools)
- Online cultural resources, videos, and virtual tours relevant to the target language community

### Teacher Resources

- Model texts and examples for interpretive, interpersonal, and presentational tasks
- Rubrics aligned to Novice-High proficiency descriptors
- Lesson planning guides, scaffolding strategies, and formative assessment templates
- Cultural reference materials for comparisons and classroom discussion

| **Meeting the Needs of Students<br>Overview of Accommodations and Modifications** | | | |
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| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
| • Support staff will be available to provide | • Support will be provided according to | • Monitor student success on formative, | • Support will provide challenges based on the |

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| IEP specific accommodations and modifications<br>• Support based on 504 accommodations will be addressed by all instructional leaders<br><br>**Accommodations:**<br><br>• Provide **multi-sensory instruction** (visuals, manipulatives, gestures, audio) to support comprehension<br><br>• Break tasks into **smaller, manageable steps** and provide clear, structured directions<br><br>• Allow **extended time** for formative and summative assessments<br><br>• Provide **preferential seating** or reduced-distraction environments<br><br>• Use **assistive technology** as appropriate | the recommendations outlined by WIDA<br>• Use Shelter Instruction Option Protocols (SIOP)<br><br>**Accommodations:**<br><br>• Provide **visual supports** (pictures, charts, graphic organizers) to reinforce comprehension<br><br>• Pre-teach **high-frequency vocabulary and key sentence structures**<br><br>• Use **bilingual glossaries or word banks** where appropriate<br><br>• Allow **processing time** for oral and written responses<br><br>• Repeat, rephrase, or clarify instructions both orally and visually | summative, and other data points<br>• Strategies for Support<br>○ Parent meeting<br>○ Skills review<br>○ Differentiation<br><br>• **Remediation Activity**<br><br>**Accommodations:**<br><br>• Provide **clear, step-by-step instructions** for tasks and assessments<br><br>• Break larger assignments into **smaller, manageable chunks** with interim deadlines<br><br>• Offer **additional practice opportunities** in class or online for vocabulary, structures, and comprehension<br><br>• Provide **visual supports, graphic organizers, and manipulatives** to guide thinking and | rigor levels<br><br>• **Extension Activity**<br><br>**Accommodations:**<br><br>• Provide opportunities for **independent or small-group projects** that extend learning beyond the basic unit objectives<br><br>• Allow **exploration of authentic texts, media, or cultural materials** for deeper comprehension and cultural understanding<br><br>• Offer flexible timing and formats for tasks to allow students to **demonstrate advanced skills**<br><br>**Modifications / Extensions:**<br><br>• Encourage **extended oral or written responses**, including additional details, cultural comparisons, |

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| (speech-to-text, audio recordings, text-to-speech)<br><br>● Allow responses in **oral, written, or digital formats** according to student strengths<br><br>● Provide **frequent check-ins and feedback** to monitor understanding<br><br>**Modifications:**<br><br>● Simplify assessment tasks while maintaining the **communication goal**<br><br>● Reduce the number or complexity of items on worksheets, quizzes, or oral tasks<br><br>● Provide **sentence starters, graphic organizers, or partially completed templates** for writing | ● Pair MLLs with peers for **scaffolded practice and guided interaction**<br><br>**Modifications:**<br><br>● Simplify text passages while keeping **cultural and thematic meaning intact**<br><br>● Provide sentence starters or partially completed responses for written or oral tasks<br><br>● Reduce task length or number of items while maintaining the **communication objective**<br><br>● Allow responses in **shorter phrases or sentences** if necessary, gradually increasing complexity<br><br>**Differentiation Strategies:**<br><br>● Encourage **multi-modal learning** (listening, speaking, | organization<br><br>● Allow **oral responses** in place of written tasks when appropriate<br><br>● Offer **check-ins and progress monitoring** to address challenges early<br><br>**Modifications:**<br><br>● Simplify text and assessment items while maintaining the **unit's learning goals**<br><br>● Scaffold interpersonal and presentational tasks with **sentence starters, modeled examples, or partially completed graphic organizers**<br><br>● Reduce quantity or complexity of assignments while still requiring **meaningful communication**<br><br>● Provide opportunities for **re-teaching or reteaching key** | or reasoning<br><br>● Incorporate **creative tasks** such as composing dialogues, scripts, or digital presentations for a broader audience<br><br>● Offer research opportunities on **target language communities, cultural practices, or contemporary issues**<br><br>● Scaffold higher-level thinking tasks to require **analysis, comparison, or problem-solving** using the target language<br><br>**Differentiation Strategies:**<br><br>● Encourage self-directed learning and goal-setting within the unit's thematic framework<br><br>● Provide challenging questions or prompts |

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| or presentations<br><br>● Adjust instructional pacing or content presentation while maintaining key cultural and thematic objectives<br><br>**Differentiation Strategies:**<br><br>● Pair students with supportive peers for structured activities<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and modeling**<br><br>● Provide pre-teaching of key vocabulary and structures<br><br>● Focus on **meaning-focused feedback** emphasizing communication and comprehension over perfect accuracy | reading, writing) to reinforce comprehension<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and gestures**<br><br>● Provide frequent, supportive feedback emphasizing **meaning and strategy use** rather than only grammatical accuracy<br><br>● Allow extended time or **small-group instruction** for more challenging tasks | **concepts** in small groups<br><br>**Differentiation Strategies:**<br><br>● Pair STRS students with supportive peers for structured activities<br><br>● Use **multi-sensory instruction** (visual, auditory, kinesthetic) to reinforce learning<br><br>● Focus on **mastery of core concepts first**, with optional extension tasks for enrichment<br><br>● Offer **frequent, specific feedback** emphasizing progress and comprehension rather than only accuracy | that require **synthesizing information** from multiple sources<br><br>● Incorporate **peer teaching or mentoring opportunities** to support collaborative learning<br><br>● Allow GT students to **apply language skills to cross-disciplinary projects** when appropriate |

**World Language II**
**Grades: 9-12**

| **Unit 2: Exploring the City: Directions, Travel, and Local Sights** | **Grades: 9-12**<br>**World Language 2** | **Pacing: 10 Weeks** |
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**Unit Overview**

This unit builds on foundational skills from Level 1 and the previous WL 2 unit, focusing on **navigating, describing, and discussing neighborhoods, travel, directions, and landmarks**. Students will engage with **authentic and semi-authentic materials** such as maps, signage, dialogues, videos, and online media to **strengthen comprehension and production**. Instruction emphasizes the **three modes of communication**—interpretive, interpersonal, and presentational—so students can understand, exchange, and present information in meaningful ways. Activities are designed to **promote accuracy, fluency, and confidence**, encouraging students to expand their use of connected sentences while maintaining comprehensibility.

Aligned with **ACTFL Novice-High** Proficiency Guidelines **and** Performance Descriptors, students will **interpret descriptions of locations, travel scenarios, and directions**, **ask for and give directions**, **describe neighborhoods and landmarks**, and **present travel or urban-related information** orally or in writing. They will apply **context clues, visuals, and prior knowledge** to understand meaning, make **cultural comparisons**, and communicate effectively in real-world situations. By the end of the unit, students will be able to **navigate urban environments, discuss travel experiences, and describe cultural landmarks** using language that is **connected, meaningful, and culturally informed**.

**Stage 1 Desired Results**

**New Jersey Student Learning Standards**

| New Jersey Student Learning Standards – World Languages Introduction | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
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| **Performance Expectations** | **Standards** | **Standards** | **Standards** |

**World Language II**
**Grades: 9-12**

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| **Interpretive**<br>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.<br><br>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.<br><br>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.<br><br>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).<br><br>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are | 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.<br><br>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.<br><br>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.<br><br>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.<br><br>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. | **Highlighted Career Ready Practices and 21st Century Themes/Skills**<br><br>● Standard 9.2: Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.<br><br>● Standard 9.4: Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.<br>● CRP1 Act as a responsible and contributing citizen and employee. | **Social Studies**<br><br>6.2 World History/Global Studies — Students explore how cultural interactions and global influences shape traditions, perspectives, and social practices across societies.<br><br>6.3 Active Citizenship in the 21st Century — Students develop understanding of cultural diversity, identity, and societal norms to prepare for informed engagement in an interconnected world.<br><br>**Practices**<br><br>● **Analyze & Interpret** maps, signs, and media to understand neighborhoods, travel, and landmarks.<br><br>● **Compare & Contrast** cultural norms, daily life, and community |

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| spoken, viewed and written.<br><br>**Interpersonal**<br>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.<br><br>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.<br><br>**Presentational**<br>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.<br><br>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.<br><br>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. | **Practices**<br><br>● Fostering an Inclusive Computing and Design Culture.<br>● Collaborating Around Computing and Design. | ● CRP2 Apply appropriate academic and technical skills.<br>● CRP4 Communicates clearly and effectively and with reason.<br>● CRP6 Demonstrates creativity and innovation.<br>● CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.<br><br>**Practices**<br><br>● Consider the environmental, social and economic impacts of decisions.<br>● Demonstrate creativity and innovation.<br>● Utilize critical thinking to make sense of problems and persevere in solving them. | practices in target-language regions and their own.<br><br>● **Communicate & Present** information orally and in writing using short connected sentences.<br><br>● **Reflect on Perspectives & Culture** to understand how geography, history, and societal norms shape daily life and language use.<br><br>● **Collaborate & Problem-Solve** in interactive tasks such as asking for directions, planning travel, or exploring urban environments. |

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| **Practices**<br><br>● Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.<br><br>● Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.<br><br>● Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners | | | |

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| use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.<br><br>● Develop insight into the nature of language and culture to interact with cultural competence.<br><br>● Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | | |
| **Vertical Integration** | | | |
| **Prior Learning**<br><br>**Interpretive (IPRET)** | | **Future Learning**<br><br>**Interpretive (IPRET)** | |

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| • Students can **understand brief written or spoken messages** on familiar topics using **words, phrases, and simple sentences**.<br>• Can identify **key information** about personal routines, weather, and other familiar topics.<br>• CPI Alignment: **7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.4**<br><br>**Interpersonal (IPERS)**<br><br>• Students can **ask and answer questions** on practiced topics, **exchange basic information**, and **express preferences** in social or classroom settings.<br>• Can **give or follow simple directions or requests**.<br>• CPI Alignment: **7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4**<br><br>**Presentational (PRSNT)**<br><br>• Students can **present short messages or information** orally or in writing using familiar vocabulary and simple sentences.<br>• Can **describe people, places, or things** and tell **basic personal stories**.<br>• CPI Alignment: **7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4**<br><br>**Cultural (CUL)**<br><br>• Students can **recognize and identify cultural products and practices** related to familiar topics.<br>• Can **exchange information about cultural practices** in predictable contexts. | • Students will **comprehend longer written or spoken messages** related to neighborhoods, travel, directions, and landmarks.<br>• Will be able to **identify key information and infer meaning** from authentic texts, maps, or multimedia resources.<br>• CPI Alignment: **7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.4**<br><br>**Interpersonal (IPERS)**<br><br>• Students will **engage in extended conversations** about locations, travel plans, directions, and cultural sites.<br>• Will be able to **exchange information, ask for clarification, and express preferences** in real-life contexts.<br>• CPI Alignment: **7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4**<br><br>**Presentational (PRSNT)**<br><br>• Students will **create short oral or written presentations** describing neighborhoods, routes, landmarks, or cultural experiences.<br>• Will be able to **use connected sentences and expanded vocabulary** to communicate information clearly.<br>• CPI Alignment: **7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4**<br><br>**Cultural (CUL)**<br><br>• Students will **analyze and present cultural information** about communities, landmarks, and travel practices.<br>• Will be able to **compare cultural norms, practices, and products** across regions or target-language communities. |

**World Language II**
**Grades: 9-12**

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| • Can **present basic cultural information** using simple language and memorized phrases.<br>• CPI Alignment: **7.1.NM.A.3, 7.1.NM.B.2, 7.1.NM.C.3** | • CPI Alignment: **7.1.NM.A.3, 7.1.NM.B.2, 7.1.NM.C.3** |

| **ESTABLISHED GOAL** | ***Meaning*** | |
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| | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| Students will use the target language to communicate about neighborhoods, travel, directions, and cultural landmarks. They will comprehend, exchange, and present information in interpretive, interpersonal, and presentational modes, while demonstrating cultural awareness and making meaningful comparisons between their own communities and those of the target-language world.<br><br>**Standards Alignment:**<br>7.1.NH.A, 7.1.NH.B, 7.1.NH.C; 7.1.NH.1, 7.1.NH.2 | ***Students will understand that…***<br><br>• Language is a tool for meaningful communication, not just memorization of words and rules; comprehension and expression rely on context, prior knowledge, and cultural cues.<br><br>• Effective communication develops through practice in interpretive, interpersonal, and presentational modes, and mistakes are a natural part of learning.<br><br>• Culture shapes language and behavior; understanding cultural products, practices, and perspectives helps learners interact respectfully and appropriately.<br><br>• Geography, urban environments, and community structures influence daily life and communication, and these | • How can I understand information about neighborhoods, travel, directions, and cultural landmarks in the target language?<br><br>• How can I exchange information, ask questions, and respond appropriately in conversations about urban life and travel?<br><br>• How can I present information about places, routes, and cultural sites clearly in writing or speaking?<br><br>• How do language and culture influence the way people navigate, interact, and communicate in different communities?<br><br>• How can I use familiar vocabulary and structures in new contexts to communicate effectively? |

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| | factors vary across target-language communities.<br><br>● Language learning fosters global competence and transferable skills, including problem-solving, collaboration, and critical thinking, which support academic and real-world success. | ● How do similarities and differences between my community and target-language communities shape communication and understanding? |
| | ***Acquisition*** | |
| | ***Students will be able to…(Depth of Knowledge)***<br><br>● Understand short written and spoken messages about neighborhoods, travel, directions, and cultural landmarks.<br><br>● Ask and answer questions about locations, travel, routes, and local attractions in conversations with peers or the teacher.<br><br>● Present information about neighborhoods, routes, and cultural sites in short oral or written formats using connected sentences.<br><br>● Recognize and explain cultural similarities and differences related to urban life, travel, and landmarks.<br><br>● Use familiar vocabulary and practiced sentence structures to communicate effectively in new contexts. | |

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| | • Collaborate with peers to complete practical tasks, such as planning routes or giving and following directions. |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Performance Task(s):**<br><br>**Interpretive Task (NJSLS 7.1.NH.A)**<br><br>• **Task:** Read a short paragraph, look at a map, or listen to an audio clip of someone describing a neighborhood, travel route, or landmark.<br><br>• **Demonstrate comprehension by:**<br><br>○ Identifying key information (locations, directions, landmarks).<br>○ Matching details to images or completing a graphic organizer.<br>○ Answering simple comprehension questions in English or the target language.<br><br>**Interpersonal Task (NJSLS 7.1.NH.B)**<br><br>• **Task:** Participate in a guided conversation with a partner or teacher about neighborhoods, directions, or travel plans.<br><br>• **Ask and answer questions about:**<br><br>○ Locations of places or landmarks.<br>○ How to get from one place to another.<br>○ Preferences related to travel or urban activities.<br>• **Optional extension:** Collaborate to plan a simple route or itinerary. |

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| | **Presentational Task (NJSLS 7.1.NH.C)**<br><br>● **Task:** Create a short oral or written presentation describing a neighborhood, route, or landmark.<br><br>● **Include at least:**<br><br>○ Names and locations of two or more places.<br>○ Directions or a simple route.<br>○ One or two cultural observations or comparisons. |
| | **<u>Summative Assessment(s)</u>:**<br><br>**<u>Mid-Unit Summative Assessment</u>**<br><br>**Purpose:** Check comprehension and communication midway through the unit, before students finish all tasks.<br><br>**Interpretive (7.1.NH.A)**<br><br>● Read a short paragraph, view a map, or listen to an audio clip describing neighborhoods, travel routes, or landmarks.<br>● Answer comprehension questions in English or the target language.<br>● Complete a graphic organizer or matching activity to identify key information.<br><br>**Interpersonal (7.1.NH.B)**<br><br>● Engage in a guided conversation with a peer or teacher.<br>● Ask and answer questions about locations, directions, and preferences related to travel or urban navigation.<br>● Collaboratively plan a simple route or itinerary. |

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| | **Presentational (7.1.NH.C)**<br><br>● Give a short oral or written presentation describing a neighborhood, landmark, or route.<br>● Include at least:<br><br>○ Names of two or more locations.<br>○ One set of directions or a simple route.<br>○ One cultural comparison or observation.<br><br>**<u>End-of-Unit Summative Assessment</u>**<br><br>**Purpose:** Evaluate overall proficiency after completing the unit, including **integration of all skills**.<br><br>**Interpretive (7.1.NH.A)**<br><br>● Read a longer text, examine a detailed map, or listen to an extended audio clip about neighborhoods, directions, or landmarks.<br>● Identify main ideas, key details, and cultural information.<br>● Answer comprehension questions in the target language or English.<br><br>**Interpersonal (7.1.NH.B)**<br><br>● Participate in a **role-play or guided dialogue** with a peer or teacher, giving and following directions, asking for information about locations, or planning travel.<br>● Exchange information clearly, responding appropriately and using connected sentences.<br><br>**Presentational (7.1.NH.C)**<br><br>● Create a **short oral or written presentation**:<br><br>○ Describe a neighborhood, travel route, or landmark. |

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| | ○ Include at least:<br>■ Two or more places/landmarks.<br>■ Step-by-step directions or route.<br>■ Cultural observations or comparisons.<br>● Present information clearly and understandably to an audience. |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Formative Assessments and Other Evidence:**<br><br>**Interpretive (IPRET)**<br>● Short reading passages, maps, or authentic texts about neighborhoods, travel, directions, or landmarks.<br>● Listening activities using audio clips or videos with comprehension questions.<br>● Graphic organizers, matching exercises, or charts to identify key information.<br><br>**Interpersonal (IPERS)**<br>● Pair or small-group conversations practicing asking/answering questions about locations, routes, or travel plans.<br>● Role-play scenarios such as asking for directions, planning a route, or discussing landmarks.<br>● Exit tickets or quick oral checks of comprehension and responses.<br><br>**Presentational (PRSNT)**<br>● Quick oral or written responses describing a location, route, or landmark.<br>● Short presentations or "mini-posters" using familiar vocabulary and connected sentences.<br>● Journals, slides, or infographics summarizing neighborhoods or cultural observations. |

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| | **Other Evidence**<br><br>● Teacher observation of participation, use of vocabulary, and effort in interactive tasks.<br>● Peer feedback during interpersonal tasks.<br>● Quizzes, flashcards, or online platforms (Quizlet, Kahoot, Duolingo) to reinforce vocabulary and phrases.<br>● Student self-assessment checklists tracking comprehension, speaking, and writing progress. |

## Stage 3 Learning Plan

### Materials and Resources

#### Core Texts & Workbooks

- **Level-appropriate textbook** – Provides structured vocabulary, grammar, and cultural context relevant to unit themes (e.g., neighborhoods, travel, directions, landmarks).
- **Workbook or practice companion** – Supports guided exercises for reading, writing, speaking, and listening tasks across all three communication modes.

#### Online & Interactive Platforms

- **Quizlet** – Vocabulary and phrase practice; supports interpretive, interpersonal, and presentational tasks.
- **Kahoot / Quizizz** – Formative review games to strengthen comprehension and engagement.
- **Duolingo or other language practice apps** – Reinforces vocabulary and sentence structures outside the classroom.
- **Conjuguemos or equivalent tools** – Targeted practice for verbs, sentence structures, and grammar patterns.

#### Teacher Resources & Lesson Planning Tools

- **TES Teaching Resources or similar** – Worksheets, lesson plans, and differentiated activities aligned to unit objectives.
- **theteacherscorner.net or other supplemental resources** – Printables and interactive exercises for reinforcement.

## Multimedia & Authentic Materials

- **Cultural videos (YouTube or other sources)** – Target-language videos exploring urban life, travel, or cultural landmarks.
- **Slides, maps, and visual aids** – Images of cities, neighborhoods, or landmarks to support interpretive and presentational tasks.
- **Authentic materials** – Travel guides, brochures, maps, or infographics to provide real-world context and support comprehension, discussion, and presentations.

## Classroom Materials

- Whiteboards, graphic organizers, and visual aids to support interactive and collaborative activities.
- Audio players, projectors, or devices to present videos, dialogues, or listening exercises.
- **Whiteboards & Dry-Erase Markers** – For quick writing, vocabulary practice, and interactive activities.
- **Graphic Organizers** – Venn diagrams, charts, maps, or route planners to organize information visually.
- **Flashcards** – For vocabulary review and quick oral practice.
- **Manipulatives & Props** – Small objects or visuals to support role-play, scenarios, and cultural exploration.
- **Audio Players / Headphones** – For listening activities and independent practice.
- **Projector / Smartboard / Interactive Screen** – To display slides, maps, videos, or interactive activities.
- **Maps & Atlases** – Physical or digital maps to support geography, directions, and cultural context.
- **Visual Aids** – Pictures of landmarks, neighborhoods, transportation, or cultural items for interpretive and presentational tasks.
- **Student Journals / Notebooks** – For recording new vocabulary, reflections, and short written presentations.
- **Rubrics & Self-Assessment Checklists** – To guide students in monitoring their progress across all modes.
- **Timer / Classroom Management Tools** – For speaking practice, timed activities, and cooperative learning.

**Meeting the Needs of Students**
**Overview of Accommodations and Modifications**

| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
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| • Support staff will be available to provide | • Support will be provided according | • Monitor student success on formative, summative, and | 1. Support will provide challenges based on the |

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| IEP specific accommodations and modifications<br>• Support based on 504 accommodations will be addressed by all instructional leaders<br><br>**Accommodations:**<br><br>• Provide **multi-sensory instruction** (visuals, manipulatives, gestures, audio) to support comprehension<br><br>• Break tasks into **smaller, manageable steps** and provide clear, structured directions<br><br>• Allow **extended time** for formative and summative assessments<br><br>• Provide **preferential seating** or reduced-distraction environments<br><br>• Use **assistive technology** as | to the recommendations outlined by WIDA<br>• Use Shelter Instruction Option Protocols (SIOP)<br><br>**Accommodations:**<br><br>• Provide **visual supports** (pictures, charts, graphic organizers) to reinforce comprehension<br><br>• Pre-teach **high-frequency vocabulary and key sentence structures**<br><br>• Use **bilingual glossaries or word banks** where appropriate<br><br>• Allow **processing time** for oral and written responses | other data points<br>• Strategies for Support<br>○ Parent meeting<br>○ Skills review<br>○ Differentiation<br><br>• **Remediation Activity**<br><br>**Accommodations:**<br><br>• Provide **clear, step-by-step instructions** for tasks and assessments<br><br>• Break larger assignments into **smaller, manageable chunks** with interim deadlines<br><br>• Offer **additional practice opportunities** in class or online for vocabulary, structures, and comprehension<br><br>• Provide **visual supports, graphic organizers, and manipulatives** to guide thinking and organization<br><br>• Allow **oral responses** in place of written tasks when | rigor levels<br><br>2. **Extension Activity**<br><br>**Accommodations:**<br><br>• Provide opportunities for **independent or small-group projects** that extend learning beyond the basic unit objectives<br><br>• Allow **exploration of authentic texts, media, or cultural materials** for deeper comprehension and cultural understanding<br><br>• Offer flexible timing and formats for tasks to allow students to **demonstrate advanced skills**<br><br>**Modifications / Extensions:**<br><br>• Encourage **extended oral or written responses**, including additional details, cultural comparisons, or |

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| appropriate (speech-to-text, audio recordings, text-to-speech)<br><br>● Allow responses in **oral, written, or digital formats** according to student strengths<br><br>● Provide **frequent check-ins and feedback** to monitor understanding<br><br>**Modifications:**<br><br>● Simplify assessment tasks while maintaining the **communication goal**<br><br>● Reduce the number or complexity of items on worksheets, quizzes, or oral tasks<br><br>● Provide **sentence starters, graphic organizers, or partially completed** | ● Repeat, rephrase, or clarify instructions both orally and visually<br><br>● Pair MLLs with peers for **scaffolded practice and guided interaction**<br><br>**Modifications:**<br><br>● Simplify text passages while keeping **cultural and thematic meaning intact**<br><br>● Provide sentence starters or partially completed responses for written or oral tasks<br><br>● Reduce task length or number of items while maintaining the **communication objective**<br><br>● Allow responses in **shorter phrases or** | appropriate<br><br>● Offer **check-ins and progress monitoring** to address challenges early<br><br>**Modifications:**<br><br>● Simplify text and assessment items while maintaining the **unit's learning goals**<br><br>● Scaffold interpersonal and presentational tasks with **sentence starters, modeled examples, or partially completed graphic organizers**<br><br>● Reduce quantity or complexity of assignments while still requiring **meaningful communication**<br><br>● Provide opportunities for **re-teaching or reteaching key concepts** in small groups<br><br>**Differentiation Strategies:** | reasoning<br><br>● Incorporate **creative tasks** such as composing dialogues, scripts, or digital presentations for a broader audience<br><br>● Offer research opportunities on **target language communities, cultural practices, or contemporary issues**<br><br>● Scaffold higher-level thinking tasks to require **analysis, comparison, or problem-solving** using the target language<br><br>**Differentiation Strategies:**<br><br>● Encourage self-directed learning and goal-setting within the unit's thematic framework<br><br>● Provide challenging questions or prompts |

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| **templates** for writing or presentations<br><br>● Adjust instructional pacing or content presentation while maintaining key cultural and thematic objectives<br><br>**Differentiation Strategies:**<br><br>● Pair students with supportive peers for structured activities<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and modeling**<br><br>● Provide pre-teaching of key vocabulary and structures<br><br>● Focus on **meaning-focused feedback** emphasizing communication and comprehension over perfect accuracy | **sentences** if necessary, gradually increasing complexity<br><br>**Differentiation Strategies:**<br><br>● Encourage **multi-modal learning** (listening, speaking, reading, writing) to reinforce comprehension<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and gestures**<br><br>● Provide frequent, supportive feedback emphasizing **meaning and strategy use** rather than only grammatical accuracy<br><br>● Allow extended time or **small-group instruction** for | ● Pair STRS students with supportive peers for structured activities<br><br>● Use **multi-sensory instruction** (visual, auditory, kinesthetic) to reinforce learning<br><br>● Focus on **mastery of core concepts first**, with optional extension tasks for enrichment<br><br>● Offer **frequent, specific feedback** emphasizing progress and comprehension rather than only accuracy | that require **synthesizing information** from multiple sources<br><br>● Incorporate **peer teaching or mentoring opportunities** to support collaborative learning<br><br>● Allow GT students to **apply language skills to cross-disciplinary projects** when appropriate |

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| | more challenging tasks | | |

| **Unit 3: Daily Life and Well-Being: Routines, Responsibilities, and Healthy Habits** | **Grades: 9 -12**<br>**World Language 2** | **Pacing: 10 weeks** |
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**Unit Overview**

In this unit, students expand their ability to communicate about daily life by discussing routines, household responsibilities, food choices, and personal health within familiar and culturally meaningful contexts. Building on foundational language from Level 1, learners increase their proficiency by using familiar vocabulary and structures in more connected, purposeful, and sustained ways appropriate to the **Novice-High** level as described by the **ACTFL Proficiency Guidelines** **and** **Performance Descriptors**.

Instruction is aligned to the **three modes of communication—Interpretive, Interpersonal, and Presentational**—as outlined in the **New Jersey Student Learning Standards for World Languages**. Students interpret meaning from spoken, written, and visual texts related to daily activities and well-being; engage in guided conversations to exchange information and express preferences; and present simple information orally and in writing using practiced language and models. Cultural perspectives and practices related to daily life, food, and health are integrated throughout the unit to support comparisons between students' own experiences and those of communities where the target language is spoken.

A variety of instructional strategies support active language use, including individual, partner, and small-group tasks; interactive activities; and the use of authentic and semi-authentic resources. Vocabulary and grammar are introduced and reinforced within meaningful contexts rather than in isolation. Ongoing formative assessments and summative performance tasks provide students with

opportunities to demonstrate growth in comprehensibility, accuracy, and communication of meaning while developing confidence as emerging language users.

## Stage 1 Desired Results

### New Jersey Student Learning Standards

| New Jersey Student Learning Standards – World Languages Introduction | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
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| **Performance Expectations**<br><br>**Interpretive**<br>7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.<br><br>7.1.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. | **Standards**<br><br>**Design Process / Design Thinking**<br><br>8.2.12.ED.1: Use a design process to define problems and develop solutions by identifying criteria, constraints, and user needs.<br><br>8.2.12.ED.2: Communicate design ideas using models, prototypes, and presentations.<br><br>Computational Thinking & Problem Solving<br><br>8.1.12.AP.1: Analyze problems and develop step-by-step | **Standards**<br><br>**Career Awareness & Readiness**<br><br>9.4.12.CI.1: Demonstrate an understanding of the need for personal and professional growth throughout life.<br><br>9.4.12.CI.3: Evaluate communication, collaboration, and problem-solving skills needed in the workplace.<br><br>**Life Literacies**<br><br>9.4.12.LF.1: Apply strategies to support personal health and | **Standards**<br><br>**Social Studies**<br><br>**Civics, Government, and Human Rights**<br><br>6.1.12.CivicsDP.3: Analyze the impact of social institutions, cultural norms, and civic values on daily life.<br><br>**Geography, People, and the Environment**<br><br>6.1.12.GeoPP.2: Use geographic, environmental, and cultural factors to explain how people |

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| 7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.<br><br>7.1.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.<br><br>**Interpersonal**<br>7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.<br><br>7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.<br><br>7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the | solutions using logical reasoning.<br><br>**Data & Analysis**<br><br>8.1.12.DA.1: Collect, analyze, and present data using digital tools.<br><br>**Impacts of Computing / Responsible Use**<br><br>8.1.12.IC.1: Evaluate the impact of computing technologies on individuals and society.<br><br>**Practices**<br><br>**Problem Identification & Solution Design**<br><br>● Students identify a real-world communication task (e.g., describing routines, explaining healthy habits) and plan how to convey information clearly in the target language. | well-being.<br><br>9.4.12.LF.2: Demonstrate understanding of healthy behaviors and lifestyle choices.<br><br>**Key Skills**<br><br>9.4.12.KS.1: Demonstrate effective communication skills in a variety of contexts.<br><br>9.4.12.KS.2: Demonstrate collaboration and teamwork skills.<br><br>**Practices**<br><br>**Communication for Real-World Purposes**<br><br>● Students use the target language to share information, express preferences, and explain daily habits and routines.<br><br>**Collaboration & Responsibility**<br><br>● Students work collaboratively, follow | live, work, and meet basic needs.<br><br>**Economics, Innovation, and Quality of Life**<br><br>6.1.12.EconET.1: Analyze how economic decisions and access to resources affect quality of life.<br><br>**Global Connections and Cultural Exchange**<br><br>6.1.12.GeoGI.3: Evaluate how global interactions and cultural exchange influence daily life and societal practices.<br><br>**Practices**<br><br>**Cultural Comparison and Analysis**<br><br>● Students compare daily routines, food habits, and health practices across cultures using age-appropriate texts and media. |

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| target culture(s)/language during daily interactions.<br><br>**Presentational**<br>7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.<br><br>7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.<br><br>7.1.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.<br><br>7.1.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words. | **Sequencing & Logical Reasoning**<br><br>● Students organize information logically by sequencing daily activities, routines, or processes using structured language patterns.<br><br>**Use of Digital Tools for Communication**<br><br>● Students use age-appropriate digital tools to organize, create, and present information (e.g., visuals, charts, short presentations) in the target language.<br><br>● Data Representation & Interpretation<br>Students collect and interpret simple information (e.g., preferences, routines, habits) and represent it visually to support meaning. | routines, and complete tasks responsibly in partner and group activities.<br><br>**Personal Well-Being Awareness**<br><br>● Students reflect on how daily habits, food choices, and health practices support personal and academic success.<br><br>**Problem Solving & Adaptability**<br><br>● Students adjust language use to clarify meaning and respond appropriately during interactions.<br><br>**Self-Management & Reflection**<br><br>● Students set goals, monitor progress, and revise work based on feedback. | **Contextual Understanding**<br><br>● Students analyze how geography, environment, and social structures shape everyday life.<br><br>**Perspective-Taking**<br><br>● Students interpret cultural practices from multiple viewpoints to develop global awareness and cultural competence.<br><br>**Evidence-Based Observation**<br><br>● Students use information from authentic or semi-authentic sources to support cultural comparisons.<br><br>**Global Awareness and Reflection**<br><br>● Students reflect on how daily life practices connect |

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| | **Iterative Improvement**<br><br>● Students revise oral or written work based on feedback to improve clarity, comprehensibility, and effectiveness of communication.<br><br>**Reflection on Technology & Daily Life**<br><br>● Students reflect on how technology influences routines, food choices, and health practices across cultures. | | individuals and communities in a global society. |

| **Vertical Integration** | |
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| **Prior Learning**<br><br>*Students enter this unit having developed Novice-Mid to emerging Novice-High proficiency.*<br><br>**Interpretive Mode**<br><br>**7.1.NH.A.1–A.3**<br><br>● Understand the main idea and some details in short, simple texts and audio on familiar topics (e.g., family, | **Future Learning**<br><br>*Through this unit and subsequent units in World Language Level 2, students continue to strengthen Novice-High proficiency and prepare for transition toward Intermediate-Low.*<br><br>**Interpretive Mode**<br><br>**7.1.NH.A.4–A.5**<br><br>● Understand main ideas and supporting details in longer or |

school, daily routines).
- Comprehend basic classroom instructions and commonly used phrases in the target language.
- Identify key words and familiar expressions in simple authentic materials such as menus, schedules, advertisements, and brief messages.

**Interpersonal Mode**

**7.1.NH.B.1–B.3**

- Ask and answer questions about personal information, school life, hobbies, and preferences.
- Exchange information in short, guided conversations using practiced words, phrases, and simple sentences. Respond appropriately to questions or statements from peers and teachers.

**Presentational Mode**

**7.1.NH.C.1–C.3**

- Write short paragraphs or speak briefly about familiar topics such as introductions, daily activities, and likes/dislikes.
- Describe people, objects, or places using basic vocabulary and learned structures.
- Narrate simple present or past events using familiar verbs and patterns.

**Cultural Awareness**

**7.1.NH.D.1–D.2**

slightly more complex texts and audio related to daily life, routines, shopping, food, and health.
- Infer meaning from context and recognize some authentic language forms without relying on word-for-word translation.

**Interpersonal Mode**

**7.1.NH.B.4–B.5**

- Engage in longer, more sustained conversations on familiar topics.
- Ask follow-up questions, clarify meaning, and express preferences, opinions, and simple reasons.
- Demonstrate increased independence in maintaining two-way communication.

**Presentational Mode**

**7.1.NH.C.4–C.5**

- Deliver short oral or written presentations on topics such as daily routines, responsibilities, shopping experiences, or health habits.
- Write more connected texts using sequencing words and familiar time frames (present, past, and emerging future).

**Cultural Awareness**

**7.1.NH.D.3–D.4**

- Analyze cultural practices related to daily life, food, health, and social routines.
- Compare and explain cultural norms and behaviors, making

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| • Identify basic cultural practices, products, and traditions related to familiar topics.<br>• Make simple comparisons between their own culture and the target culture. | connections to geography, history, or societal values. |

| **ESTABLISHED GOAL** | ***Meaning*** | |
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| | **ENDURING UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| Students will communicate effectively about familiar and practical topics—such as daily routines, household tasks, food, health, and wellness—by:<br><br>• interpreting authentic texts,<br>• engaging in interpersonal exchanges, and<br>• creating presentational products,<br><br>while making cultural comparisons between the target culture(s) and their own.<br><br>**Interpretive Communication**<br><br>**7.1.NH.A.1** – Identify the main idea and key details of messages and texts on familiar topics.<br>**7.1.NH.A.2** – Demonstrate comprehension of short written and spoken texts using context clues.<br>**7.1.NH.A.4** – Infer meaning from | ***Students will understand that…***<br><br>• Language is a tool for communicating meaning, not just memorizing words or rules; effective communication requires listening, speaking, reading, and writing for authentic purposes.<br><br>• Accuracy is important, but conveying meaning and maintaining comprehensibility is the priority; mistakes are a natural and necessary part of language learning.<br><br>• Language reflects cultural practices, products, and perspectives; understanding culture enhances communication and helps learners interact respectfully. | • How do people describe their daily routines, responsibilities, and personal habits in the target language?<br><br>• How can I communicate my needs, preferences, and health-related choices effectively in different contexts?<br><br>• How do cultural practices and norms influence daily life, routines, and health habits in communities where the target language is spoken?<br><br>• How can I participate meaningfully in conversations and presentations while maintaining comprehensibility, even if I make errors?<br><br>• How can I use context, visuals, and prior knowledge to interpret and understand authentic materials in the target language? |

<table>
<tr>
<td rowspan="3">simple texts and audio on familiar themes.<br><br>Interpersonal Communication<br><br>7.1.NH.B.1 – Engage in short conversations using culturally appropriate language.<br>7.1.NH.B.2 – Exchange information on familiar topics using complete sentences.<br>7.1.NH.B.4 – Ask and respond to follow-up questions and clarify meaning during conversations.<br><br>Presentational Communication<br><br>Students will present information, ideas, and personal experiences using connected sentences in both spoken and written formats.<br>7.1.NH.C.1 – Recombine learned language to present information on familiar topics.<br>7.1.NH.C.3 – Create simple narratives or descriptions using appropriate time frames.<br>7.1.NH.C.5 – Deliver brief presentations using relevant details and organized language.</td>
<td>• Language proficiency grows through active participation and interaction in meaningful contexts, allowing learners to express preferences, routines, and personal information.<br><br>• Understanding language relies on context, visuals, prior knowledge, and cultural cues, not just direct translation.<br><br>• Learning another language develops global competence, cultural awareness, and transferable skills like problem-solving, critical thinking, and communication.</td>
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<tr>
<td colspan="2">Acquisition</td>
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<td colspan="2">Students will be able to…(Depth of Knowledge)<br><br>• Understand main ideas and key details in short or slightly longer texts and audio on familiar topics.<br><br>• Identify key words, phrases, and essential information in authentic or semi-authentic materials.<br><br>• Infer meaning from context, visuals, and prior knowledge.</td>
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| **Cultural Awareness and Comparisons**<br><br>**7.1.NH.D.1** – Identify practices and perspectives of the target culture.<br>**7.1.NH.D.2** – Compare cultural behaviors and patterns between cultures.<br>**7.1.NH.D.3** – Explain how cultural practices relate to perspectives. | • Ask and answer questions about personal routines, preferences, chores, food, and health.<br><br>• Engage in conversations, providing follow-up questions, clarifications, and simple explanations.<br><br>• Express opinions, likes/dislikes, and simple reasons in conversations with peers or teachers.<br><br>• Present information about daily routines, responsibilities, food, or health using connected sentences.<br><br>• Write simple narratives, descriptions, or explanations using sequencing and time frames (present, past, near future).<br><br>• Deliver brief oral presentations with organized ideas and relevant details.<br><br>• Identify and describe practices, perspectives, and products of communities where the target language is spoken.<br><br>• Compare and contrast cultural behaviors, routines, and habits with their own.<br><br>• Explain how cultural practices reflect values, perspectives, or societal norms. |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **Assessment Evidence** |

| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Performance Task(s):**<br><br>**Interpretive Task (NJSLS 7.1.NH.A)**<br><br>**Task:** Read a short paragraph, listen to an audio clip, or watch a short video of a speaker describing daily routines, household tasks, food, or health habits.<br><br>**Student Demonstrates Comprehension By:**<br><br>● Identifying key information such as activities, times, or preferences.<br>● Matching details to images, charts, or graphic organizers.<br>● Answering simple comprehension questions in the target language or English.<br><br>**Interpersonal Task (NJSLS 7.1.NH.B)**<br><br>**Task:** Participate in a guided conversation with a partner or small group.<br><br>**Students Will:**<br><br>● Ask and answer questions about routines, chores, food, or health habits.<br><br>● Exchange information using complete sentences and follow-up questions.<br><br>● Clarify meaning, give explanations, and respond appropriately to peers or teacher prompts.<br><br>**Presentational Task (NJSLS 7.1.NH.C)**<br><br>**Task:** Create a short oral or written presentation for the class or teacher.<br><br>**Students Will:** |
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| | ● Include key information about daily routines, household tasks, food preferences, or health habits.<br>● Use connected sentences with sequencing words (e.g., first, then, after, next).<br>● Write simple narratives, descriptions, or explanations using appropriate time frames (present, past, near future).<br>● Deliver brief oral presentations with organized ideas and relevant details. |
| | **<u>Summative Assessment(s)</u>:**<br><br>**<u>Mid-Unit Summative Assessment</u> (Checkpoint)**<br><br>**Interpretive Task (NJSLS 7.1.NH.A)**<br><br>**Task:** Students read a short paragraph or listen to an audio clip where someone describes their daily routine, household tasks, or food habits.<br>**Assessment:**<br><br>● Identify key details (times of activities, chores, food choices, health habits).<br>● Match information to images, a schedule chart, or a graphic organizer.<br>● Answer 3–5 comprehension questions in the target language or English.<br><br>**Purpose:** Checks understanding of main ideas and some details; reinforces the EU that **language conveys meaning and relies on context**.<br><br>**Interpersonal Task (NJSLS 7.1.NH.B)**<br><br>**Task:** Students pair up to discuss their own daily routines, chores, or health habits.<br>**Assessment:**<br><br>● Ask and answer 3–5 questions about routines, preferences, or responsibilities.<br>● Include at least one follow-up question or clarification. |

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| | ● Use complete sentences and culturally appropriate language.<br><br>**Purpose:** Supports EU that **effective communication focuses on conveying meaning, even when errors occur**.<br><br>**Presentational Task (NJSLS 7.1.NH.C)**<br><br>**Task:** Write a short paragraph or give a brief oral presentation about one day in their life or their household responsibilities.<br>**Assessment:**<br><br>● Include 3–5 pieces of information about routines, chores, or food/health habits.<br>● Use sequencing words (first, then, after, next) and appropriate tense.<br>● Present orally or in writing with understandable language.<br><br>**Purpose:** Reinforces EU that **students can express personal information while comparing cultural practices**.<br><br>**<u>End-of-Unit Summative Assessment</u>**<br><br>**Interpretive Task (NJSLS 7.1.NH.A)**<br><br>**Task:** Students read or listen to a longer paragraph/audio about someone's daily life, chores, food preferences, or health routines.<br>**Assessment:**<br><br>● Identify main ideas and supporting details.<br>● Answer comprehension questions in complete sentences in the target language.<br>● Infer meaning from context or visuals.<br><br>**Purpose:** Checks **deeper understanding of authentic texts**, aligns with EU about **interpreting meaning through context and cultural cues**. |

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| | **Interpersonal Task (NJSLS 7.1.NH.B)**<br><br>**Task:** Students engage in a guided conversation with a peer or teacher.<br>**Assessment:**<br><br>● Exchange information on routines, chores, food, and health.<br>● Ask follow-up questions and provide simple reasons or explanations.<br>● Maintain conversation for 4–6 exchanges.<br><br>**Purpose:** Demonstrates **extended interpersonal communication** and comprehension aligned to EQ: *How do we communicate routines, responsibilities, and preferences in meaningful ways?*<br><br>**Presentational Task (NJSLS 7.1.NH.C)**<br><br>**Task:** Create an oral or written presentation about:<br><br>1. Their own daily routines, chores, or health habits<br>2. Comparisons with routines or practices from a target culture<br><br>**Assessment:**<br><br>● Include at least 5 pieces of information.<br>● Use connected sentences with sequencing words and appropriate tense structures.<br>● Organize information logically for an audience (classmates or teacher).<br><br>**Purpose:** Demonstrates ability to **present personal information, make cultural comparisons, and use language in meaningful ways**. |
| **Rubrics** | **Formative Assessment and Other Evidence:** |

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| **INT, INTP, PRES & Formative Assessment Rubrics** | **Interpretive (IPRET)**<br><br>● Short reading passages, menus, schedules, or authentic texts about daily routines, household chores, meals, or health habits.<br>● Listening activities using audio clips or videos with comprehension questions.<br>● Graphic organizers, matching exercises, or charts to identify key information.<br><br>**Interpersonal (IPERS)**<br><br>● Pair or small-group conversations practicing asking and answering questions about routines, chores, food, or health habits.<br>● Role-play scenarios such as discussing daily responsibilities, planning meals, or talking about health and wellness.<br>● Exit tickets or quick oral checks of comprehension and responses.<br><br>**Presentational (PRSNT)**<br><br>● Quick oral or written responses describing routines, chores, or meals.<br>● Short presentations or "mini-posters" using familiar vocabulary and connected sentences.<br>● Journals, slides, or infographics summarizing daily life activities, household responsibilities, or cultural observations.<br><br>**Other Evidence**<br><br>● Teacher observation of participation, use of vocabulary, and effort in interactive tasks.<br>● Peer feedback during interpersonal tasks.<br>● Quizzes, flashcards, or online platforms (Quizlet, Kahoot!, Duolingo) to reinforce vocabulary and phrases.<br>● Student self-assessment checklists tracking comprehension, speaking, and writing progress. |

**World Language II**
**Grades: 9-12**

## Stage 3 Learning Plan

### Materials and Resources

### Core Instructional Materials

- Textbooks or curriculum guides (e.g., *Autentico* or other program-aligned texts)
- Teacher-generated vocabulary lists, notes, and model dialogues
- Authentic texts: short passages, menus, schedules, charts, instructions, or recipes
- Audio recordings of daily routines, household tasks, food, or health-related content
- Visual aids for classroom display: posters, charts, and infographics

### Supplemental Instructional Materials

- Online platforms for practice and review: Quizlet, Kahoot!, Quizziz, Duolingo, Conjuguemos
- Videos and songs related to routines, chores, food, and health (YouTube, FluentU, Edpuzzle)
- Graphic organizers and worksheets for vocabulary, reading comprehension, and writing tasks
- Interactive slideshows, digital flashcards, and drag-and-drop activities
- Role-play props or scenario cards for interpersonal practice

### Other Resources

- Classroom technology: Promethean board, Smart TV, projector, or interactive whiteboard
- Laptops, tablets, or devices for student access to online tools and authentic resources
- Teacher observation and anecdotal notes for formative assessment
- Peer feedback tools or self-assessment checklists
- Online cultural resources: virtual tours, cooking demonstrations, cultural blogs
- Library materials: bilingual books, magazines, or periodicals related to daily life, food, and health
- Educational apps for pronunciation and comprehension practice
- Manipulatives: charts, calendars, or objects for vocabulary reinforcement

## Meeting the Needs of Students

**World Language II**
**Grades: 9-12**

| Overview of Accommodations and Modifications | | | |
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| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |
| • Support staff will be available to provide IEP specific accommodations and modifications<br>• Support based on 504 accommodations will be addressed by all instructional leaders<br><br>**Accommodations:**<br><br>• Provide **multi-sensory instruction** (visuals, manipulatives, gestures, audio) to support comprehension<br><br>• Break tasks into **smaller, manageable steps** and provide clear, structured directions<br><br>• Allow **extended time** for formative and summative assessments | • Support will be provided according to the recommendations outlined by WIDA<br>• Use Shelter Instruction Option Protocols (SIOP)<br><br>**Modifications:**<br><br>• Simplify text passages while keeping **cultural and thematic meaning intact**<br><br>• Provide sentence starters or partially completed responses for written or oral tasks<br><br>• Reduce task length or number of items while maintaining the **communication objective**<br><br>• Allow responses in **shorter phrases or** | • Monitor student success on formative, summative, and other data points<br>• Strategies for Support<br>  ○ Parent meeting<br>  ○ Skills review<br>  ○ Differentiation<br><br>• **Remediation Activity**<br><br>**Accommodations:**<br><br>• Provide **clear, step-by-step instructions** for tasks and assessments<br><br>• Break larger assignments into **smaller, manageable chunks** with interim deadlines<br><br>• Offer **additional practice opportunities** in class or online for vocabulary, structures, | 3. Support will provide challenges based on the rigor levels<br><br>4. **Extension Activity**<br><br>**Accommodations:**<br><br>• Provide opportunities for **independent or small-group projects** that extend learning beyond the basic unit objectives<br><br>• Allow **exploration of authentic texts, media, or cultural materials** for deeper comprehension and cultural understanding<br><br>• Offer flexible timing and formats for tasks to allow students to **demonstrate advanced skills**<br><br>**Modifications / Extensions:**<br><br>• Encourage **extended oral** |

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| • Provide **preferential seating** or reduced-distraction environments<br><br>• Use **assistive technology** as appropriate (speech-to-text, audio recordings, text-to-speech)<br><br>• Allow responses in **oral, written, or digital formats** according to student strengths<br><br>• Provide **frequent check-ins and feedback** to monitor understanding<br><br>**Modifications:**<br><br>• Simplify assessment tasks while maintaining the **communication goal**<br><br>• Reduce the number or complexity of items on | **sentences** if necessary, gradually increasing complexity<br><br>**Differentiation Strategies:**<br><br>• Encourage **multi-modal learning** (listening, speaking, reading, writing) to reinforce comprehension<br><br>• Scaffold interpretive tasks with **contextual clues, visuals, and gestures**<br><br>• Provide frequent, supportive feedback emphasizing **meaning and strategy use** rather than only grammatical accuracy<br><br>• Allow extended time or **small-group instruction** for more challenging tasks | and comprehension<br><br>• Provide **visual supports, graphic organizers, and manipulatives** to guide thinking and organization<br><br>• Allow **oral responses** in place of written tasks when appropriate<br><br>• Offer **check-ins and progress monitoring** to address challenges early<br><br>**Modifications:**<br><br>• Simplify text and assessment items while maintaining the **unit's learning goals**<br><br>• Scaffold interpersonal and presentational tasks with **sentence starters, modeled examples, or partially completed graphic organizers**<br><br>• Reduce quantity or | **or written responses**, including additional details, cultural comparisons, or reasoning<br><br>• Incorporate **creative tasks** such as composing dialogues, scripts, or digital presentations for a broader audience<br><br>• Offer research opportunities on **target language communities, cultural practices, or contemporary issues**<br><br>• Scaffold higher-level thinking tasks to require **analysis, comparison, or problem-solving** using the target language<br><br>**Differentiation Strategies:**<br><br>• Encourage self-directed learning and goal-setting within the unit's thematic framework<br><br>• Provide challenging questions or prompts that |

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| worksheets, quizzes, or oral tasks<br><br>● Provide **sentence starters, graphic organizers, or partially completed templates** for writing or presentations<br><br>● Adjust instructional pacing or content presentation while maintaining key cultural and thematic objectives<br><br>**Differentiation Strategies:**<br><br>● Pair students with supportive peers for structured activities<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and modeling**<br><br>● Provide pre-teaching of key vocabulary and structures | | complexity of assignments while still requiring **meaningful communication**<br><br>● Provide opportunities for **re-teaching or reteaching key concepts** in small groups<br><br>**Differentiation Strategies:**<br><br>● Pair STRS students with supportive peers for structured activities<br><br>● Use **multi-sensory instruction** (visual, auditory, kinesthetic) to reinforce learning<br><br>● Focus on **mastery of core concepts first**, with optional extension tasks for enrichment<br><br>● Offer **frequent, specific feedback** emphasizing progress and comprehension rather than only accuracy | require **synthesizing information** from multiple sources<br><br>● Incorporate **peer teaching or mentoring opportunities** to support collaborative learning<br><br>● Allow GT students to **apply language skills to cross-disciplinary projects** when appropriate |

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| • Focus on **meaning-focused feedback** emphasizing communication and comprehension over perfect accuracy | | | |

| **Unit 4: Contemporary Life: Descriptions, Arts, and Society**<br>***Exploring people, events, and social issues through language*** | **Grades: 9-12**<br>**World Language 2** | **Pacing: 10 Weeks** |
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**Unit Overview**

In this unit, students will build on foundational vocabulary and language skills from Level 1, with a focus on **descriptions, arts, past events, and contemporary societal issues**. Lessons will include a variety of engaging activities such as Do Nows, exit tickets, teacher observations, and interactive vocabulary and verb games. Digital platforms like **Quizlet, Kahoot!, and Quizziz** will be used to reinforce vocabulary and motivate learners.

Students will work **individually, in pairs, and in small groups** to develop their skills across the **interpretive, interpersonal, and presentational modes of communication**, including reading, writing, listening, and speaking. Dialogues and conversations will promote **student-to-student interaction**, while grammar and verb usage will be taught in the context of meaningful topics. Vocabulary lists, teacher-generated notes, and authentic resources will be provided to support comprehension and production.

Assessments will be varied and include **classwork, homework, participation, oral and written activities, quizzes, tests, and projects**. Some activities will be completed in a single lesson, while others may span several days. Cultural aspects will be

incorporated throughout, allowing students to **analyze, compare, and reflect on the practices, perspectives, and products** of communities where the target language is spoken.

This unit aligns with **NJ World Languages Standards** and the **ACTFL Novice-High proficiency guidelines**, promoting meaningful communication, cultural understanding, and language growth in authentic contexts.

## Stage 1 Desired Results

### New Jersey Student Learning Standards

| New Jersey Student Learning Standards – World Languages Introduction | Computer Science and Design Thinking | Career Readiness, Life Literacies, and Key Skills | Interdisciplinary Connections |
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| **Performance Expectations**<br><br>**Interpretive**<br><br>7.1.NH.A.1 – Identify main ideas and basic details in short texts and audio about familiar or contemporary topics (descriptions, arts, past events, social issues).<br><br>7.1.NH.A.2 – Demonstrate comprehension of short written and spoken texts using context clues.<br><br>7.1.NH.A.4 – Infer meaning from authentic or | **Standards**<br><br>8.1.12.IC.1 – Use digital tools to research, create, and communicate ideas about societal issues or cultural topics.<br><br>8.1.12.AP.2 – Develop computational artifacts (slides, infographics, multimedia presentations) to organize and present information.<br><br>8.2.12.ED.1 – Apply | **Standards**<br><br>**CRP1 – Career Ready Practice**: Act as a responsible, contributing citizen and employee.<br><br>**CRP4 – Career Ready Practice**: Communicate clearly and effectively, demonstrating respect for diverse perspectives.<br><br>**CRP6 – Career Ready Practice**: Demonstrate creativity and innovation in problem-solving or presenting ideas.<br><br>**9.4.12.LL.1**: Apply critical thinking and problem-solving skills to evaluate social and cultural issues.<br><br>**9.4.12.CI.1**: Demonstrate the ability to | **Social Studies**<br><br>6.1.12.CivicsPI.1 – Examine social and civic issues in contemporary society and the roles of individuals and groups.<br><br>6.1.12.HistoryCC.1 – Analyze how historical events influence contemporary culture and social practices.<br><br>6.1.12.GeoPP.3 – Evaluate the impact of geography and community resources on cultural and societal activities. |

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| semi-authentic texts on familiar themes.<br><br>7.1.NH.A.5 – Recognize basic cultural information embedded in texts or audio.<br><br>**Interpersonal**<br><br>7.1.NH.B.1 – Engage in short conversations using culturally appropriate language about descriptions, arts, past events, or societal issues.<br><br>7.1.NH.B.2 – Exchange information on familiar topics using complete sentences.<br><br>7.1.NH.B.4 – Ask and respond to follow-up questions, clarifying meaning.<br><br>7.1.NH.B.5 – Express opinions, preferences, and simple reasoning in conversations.<br><br>**Presentational**<br><br>7.1.NH.C.1 – Present basic information on familiar topics | design thinking to create solutions or visual representations of cultural practices, arts, or social challenges.<br><br>**Practices**<br><br>● Use digital tools to research, organize, and present information on arts, historical events, or societal challenges.<br><br>● Create multimedia artifacts such as slides, infographics, or videos to demonstrate understandin g. | access, evaluate, and use information from multiple sources, including digital tools.<br><br>**9.4.12.GCA.1**: Explain the role of cultural awareness in collaboration and global competence.<br><br>**Practices**<br><br>● Communicate effectively and respectfully across diverse cultural contexts.<br><br>● Apply creativity, critical thinking, and problem-solving to analyze societal or cultural issues.<br><br>● Access and evaluate information from multiple sources to support ideas or projects.<br><br>● Demonstrate global awareness and cultural competence in collaboration and presentations. | 6.1.12.EconGE.1 – Explain the relationship between personal choices, economic conditions, and societal practices.<br><br>6.1.12.HistoryCC.3 – Compare cultural perspectives and artistic expressions across communities and time periods.<br><br>**Practices**<br><br>● Analyze historical or contemporary influences on culture and society.<br><br>● Examine social issues, civic roles, and community practices.<br><br>● Compare and interpret cultural perspectives across time and regions.<br><br>● Evaluate the impact of geography, economy, and migration on communities.<br><br>● Explore artistic |

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| orally or in writing using learned structures.<br><br>7.1.NH.C.3 – Create simple narratives or descriptions of events, people, places, or issues.<br><br>7.1.NH.C.5 – Deliver brief presentations using organized, connected sentences with relevant details.<br><br>**Cultural Awareness**<br><br>7.1.NH.D.1 – Identify practices and perspectives of the target culture.<br><br>7.1.NH.D.2 – Compare cultural behaviors, practices, or perspectives between cultures.<br><br>7.1.NH.D.3 – Explain how cultural practices relate to broader perspectives, including arts and societal issues.<br><br>**Practices**<br><br>**Interpretive (IPRET):**<br><br>● Identify main ideas and details in short texts or | ● Apply design thinking to solve problems, organize content, or communicate ideas about culture or society. | | expressions and cultural products as reflections of societal norms. |

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| audio on descriptions, arts, past events, and societal issues.<br><br>● Use visuals, context clues, or cognates to infer meaning.<br><br>**Interpersonal (IPERS):**<br><br>● Ask and answer questions about people, arts, or societal topics in short conversations.<br><br>● Role-play scenarios such as discussing past events or cultural activities.<br><br>**Presentational (PRSNT):**<br><br>● Present information orally or in writing using connected sentences.<br><br>● Create short narratives or descriptions of cultural practices, arts, or social issues.<br><br>**Cultural Awareness (CUL):** | | | |

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| • Compare cultural practices, arts, and social norms between target and home cultures.<br><br>• Explain how cultural products reflect perspectives and societal values. | | | |
| **Vertical Integration** | | | |

**World Language II**
**Grades: 9-12**

| **Prior Learning** | **Future Learning** |
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| **Interpretive (IPRET):**<br>● Understand main ideas and basic details in short texts and audio on familiar topics (daily routines, household tasks, food, health).<br>● Identify key vocabulary and infer meaning using context clues and visuals.<br><br>**Interpersonal (IPERS):**<br>● Exchange information on personal topics using complete sentences.<br>● Ask and respond to follow-up questions, express preferences, and engage in role-play scenarios (e.g., discussing routines, shopping, leisure activities).<br><br>**Presentational (PRSNT):**<br>● Present simple information orally or in writing on familiar topics (daily activities, routines, personal preferences).<br>● Describe people, objects, or events using basic vocabulary and structures.<br><br>**Cultural Awareness (CUL):**<br>● Recognize cultural practices, products, and perspectives in familiar contexts.<br>● Compare basic cultural norms between target and home cultures. | **Interpretive (IPRET):**<br>● Comprehend longer or more complex texts and audio on topics such as arts, historical events, and societal issues.<br>● Begin to infer meaning from authentic materials and recognize higher-level vocabulary and structures.<br><br>**Interpersonal (IPERS):**<br>● Engage in extended conversations discussing opinions, experiences, and societal topics.<br>● Use follow-up questions, clarification, and explanation strategies to sustain interactions.<br><br>**Presentational (PRSNT):**<br>● Create multi-paragraph descriptions, narratives, or presentations using present, past, and near-future tenses.<br>● Integrate cultural and societal perspectives into oral and written presentations.<br><br>**Cultural Awareness (CUL):**<br>● Analyze and compare cultural practices, arts, and societal norms across communities and time periods.<br>● Explain the connection between cultural products, perspectives, and broader societal contexts. |

**World Language II**
**Grades: 9-12**

<table>
<tr><td rowspan="2">ESTABLISHED GOAL<br><br>Students will communicate effectively about contemporary life topics—including descriptions, arts, past events, and societal issues—by:<br><br>• Interpreting authentic texts and audio for main ideas and details.<br><br>• Engaging in interpersonal exchanges to share opinions, experiences, and cultural observations.<br><br>• Creating presentational products in oral or written form using connected sentences and appropriate vocabulary/structures.<br><br>• Making cultural comparisons between target language communities and their own experiences, analyzing how language</td><td colspan="2">Meaning</td></tr>
<tr><td>ENDURING UNDERSTANDINGS</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td></td><td>Students will understand that…<br><br>• Language is a tool for meaningful communication, not just memorizing words and grammar.<br><br>• Effective communication focuses on conveying meaning, even when errors occur, and grows through interaction.<br><br>• Cultural practices, artistic expression, and societal norms are reflected in language use; understanding culture enhances communication and perspective-taking.<br><br>• Language proficiency develops through engagement with authentic and semi-authentic texts, oral interactions, and written expressions.<br><br>• Understanding context, visuals, prior knowledge, and cultural cues is essential for comprehension.<br><br>• Skills developed in language learning—critical thinking,</td><td>• How can we use language to describe people, places, events, and experiences in meaningful ways?<br><br>• How do past events and artistic expression influence daily life and culture in the target language communities?<br><br>• How can we communicate effectively about contemporary societal issues while respecting cultural norms?<br><br>• How do language and cultural practices reflect the perspectives and values of a community?<br><br>• What strategies can help us understand and interpret authentic texts, audio, and visual materials in the target language?<br><br>• How can we use language to compare and connect our</td></tr>
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<td rowspan="2">reflects cultural perspectives and societal norms.<br><br>NJ World Language Standards Alignment:<br><br>● Interpretive Communication (IPRET): 7.1.NH.A.1 – A.5<br><br>● Interpersonal Communication (IPERS): 7.1.NH.B.1 – B.5<br><br>● Presentational Communication (PRSNT): 7.1.NH.C.1 – C.5<br><br>● Cultural Awareness (CUL): 7.1.NH.D.1 – D.4</td>
<td>problem-solving, and communication—transfer to other disciplines and real-world situations.<br><br>● Exploring past events, artistic expression, and societal challenges deepens learners' ability to connect language to real-life contexts and cultural understanding.</td>
<td>experiences with those of people in the target culture?</td>
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<tr>
<td colspan="2">Acquisition<br>Students will be able to…(Depth of Knowledge)<br><br>● Communicate basic information about people, places, past events, arts, and contemporary societal issues using familiar vocabulary and simple sentences.<br><br>● Ask and answer questions to exchange information, opinions, and preferences about cultural topics, arts, and society.<br><br>● Identify main ideas and some details in short written, audio, or visual texts related to descriptions, arts, past events, and social issues.<br><br>● Present short oral or written narratives, descriptions, or summaries on familiar topics using connected sentences and learned structures.<br><br>● Use context clues, visuals, and prior knowledge to interpret meaning in authentic or semi-authentic texts.<br><br>● Compare and contrast cultural practices, perspectives, and societal norms between target and home cultures.</td>
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| | • Express opinions, make cultural observations, and provide simple explanations for cultural or societal differences.<br><br>• Apply vocabulary, grammar, and verb structures accurately in meaningful contexts (present, past, and near-future tenses where applicable). |
| **Stage 2 Evidence** | |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Performance Task(s):**<br><br>**Interpretive Task (IPRET – NJSLS 7.1.NH.A)**<br><br>• **Task:** Read a short paragraph, article excerpt, or listen to a brief audio/video clip describing a person, past event, artwork, or social issue in the target language.<br><br>• **Students will demonstrate comprehension by:**<br><br>○ Identifying key information (people, places, events, or cultural practices).<br>○ Matching details to images, charts, or graphic organizers.<br>○ Answering short comprehension questions in the target language or English.<br><br>**Interpersonal Task (IPERS – NJSLS 7.1.NH.B)**<br><br>• **Task:** Engage in a guided conversation with a partner or small group.<br><br>• **Students will:**<br><br>○ Ask and answer questions about descriptions, arts, past experiences, or contemporary societal topics.<br>○ Share opinions, preferences, or cultural observations.<br>○ Clarify information and respond appropriately during short exchanges or role-play scenarios. |

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| | **Presentational Task (PRSNT – NJSLS 7.1.NH.C)**<br><br>● **Task:** Create a short oral or written presentation.<br><br>● **Students will include at least:**<br><br>○ A description of a person, place, event, or artwork.<br>○ A brief recount of a past experience or historical event.<br>○ Observations about a cultural practice or societal issue.<br><br>● **Formats may include:** oral presentation, mini-poster, infographic, journal entry, or digital slides. |
| | **<u>Summative Assessment(s)</u>:**<br><br>**<u>Mid-Unit Assessment</u>**<br><br>**Purpose:** Check comprehension and progress in interpretive, interpersonal, and presentational skills.<br><br>● **Interpretive (IPRET – 7.1.NH.A)**<br><br>○ Read a short paragraph, article excerpt, or listen to an audio/video clip about descriptions, arts, or a past event.<br>○ Answer comprehension questions (multiple choice, short answer, or matching).<br>○ Identify main ideas and supporting details using a graphic organizer.<br><br>● **Interpersonal (IPERS – 7.1.NH.B)**<br><br>○ Participate in a guided conversation with a partner or small group.<br>○ Ask and answer questions about people, arts, past experiences, or social topics.<br>○ Clarify meaning and express simple opinions or preferences. |

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| | ● **Presentational (PRSNT – 7.1.NH.C)**<br><br>○ Deliver a short oral or written description of a person, artwork, or cultural practice.<br>○ Include one past event or historical fact with supporting details.<br>○ Use connected sentences and appropriate vocabulary/structures.<br><br>**<u>End-of-Unit Assessment</u>**<br><br>**Purpose:** Evaluate mastery of all interpretive, interpersonal, and presentational skills and cultural understanding.<br><br>● **Interpretive (IPRET – 7.1.NH.A)**<br><br>○ Read a longer passage or listen to a more complex audio/video on arts, past events, or societal issues.<br>○ Complete comprehension questions, summarize key ideas, or match details to images/charts.<br><br>● **Interpersonal (IPERS – 7.1.NH.B)**<br><br>○ Engage in a more extended conversation or role-play scenario.<br>○ Exchange information, share opinions, and ask follow-up questions on cultural, artistic, or societal topics.<br>○ Demonstrate understanding and effective interaction in the target language.<br><br>● **Presentational (PRSNT – 7.1.NH.C)**<br><br>○ Prepare a brief oral or written presentation.<br>○ Describe a person, place, past event, or artistic work.<br>○ Analyze a cultural practice or societal issue and include at least **one personal comparison**. |

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| | ○ Present information clearly using connected sentences and appropriate tense structures. |
| **Rubrics**<br><br>**INT, INTP, PRES & Formative Assessment Rubrics** | **Formative Assessment and Other Evidence**:<br><br>**Interpretive (IPRET)**<br><br>● Short reading passages, authentic texts, or audio/video clips about people, arts, past events, or societal issues.<br>● Graphic organizers, charts, or matching exercises to identify key information.<br>● Quick comprehension checks or exit tickets.<br><br>**Interpersonal (IPERS)**<br><br>● Pair or small-group conversations practicing asking/answering questions about descriptions, cultural practices, arts, or social issues.<br>● Role-play scenarios, such as discussing past events, sharing opinions, or giving simple recommendations.<br>● Teacher observations during interactive activities.<br><br>**Presentational (PRSNT)**<br><br>● Quick oral or written responses describing a person, artwork, event, or societal issue.<br>● Mini-presentations, infographics, slides, or journals summarizing cultural observations or personal experiences.<br>● Peer and self-assessment of presentations for clarity and accuracy.<br><br>**Other Evidence**<br><br>● Teacher observation of participation, use of vocabulary, grammar, and effort in tasks.<br>● Peer feedback during interpersonal conversations or group activities. |

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| | • Vocabulary reinforcement and practice through Quizlet, Kahoot!, Duolingo, or other digital platforms.<br>• Student self-assessment checklists tracking comprehension, speaking, writing, and cultural understanding progress. |

## Stage 3 Learning Plan

### Materials and Resources

### Core Instructional Materials

- Textbook (any WL level 2 textbook or teacher-generated materials)
- Teacher-generated vocabulary and grammar notes
- Authentic resources (short articles, videos, interviews, songs) relevant to descriptions, arts, past events, and societal issues

### Supplemental Instructional Materials

- Quizlet sets for vocabulary and expressions
- Kahoot! or Quizizz games for reinforcement and review
- Duolingo or other language-learning apps
- Graphic organizers for comprehension and presentation tasks
- Role-play or conversation cards for interpersonal practice

### Other Resources

- YouTube cultural or educational videos
- Slides or presentations created by the teacher
- Mini-posters, journals, or digital slides for student presentations
- Online study tools (Conjuguemos, WordReference, or other language platforms)
- Classroom manipulatives such as flashcards, visuals, and props for interactive activities

### Meeting the Needs of Students
### Overview of Accommodations and Modifications

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| **Students with Special Needs** | MLLs | **Students at Risk of School Failure** | Gifted and Talented Students |

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| • Support staff will be available to provide IEP specific accommodations and modifications<br>• Support based on 504 accommodations will be addressed by all instructional leaders<br><br>**Accommodations:**<br><br>• Provide **multi-sensory instruction** (visuals, manipulatives, gestures, audio) to support comprehension<br><br>• Break tasks into **smaller, manageable steps** and provide clear, structured directions<br><br>• Allow **extended time** for formative and summative assessments<br><br>• Provide **preferential seating** or reduced-distraction environments | • Support will be provided according to the recommendations outlined by WIDA<br>• Use Shelter Instruction Option Protocols (SIOP)<br><br>**Accommodations:**<br><br>• Provide **visual supports** (pictures, charts, graphic organizers) to reinforce comprehension<br><br>• Pre-teach **high-frequency vocabulary and key sentence** | • Monitor student success on formative, summative, and other data points<br>• Strategies for Support<br>  ○ Parent meeting<br>  ○ Skills review<br>  ○ Differentiation<br><br>• **Remediation Activity**<br><br>**Accommodations:**<br><br>• Provide **clear, step-by-step instructions** for tasks and assessments<br><br>• Break larger assignments into **smaller, manageable chunks** with interim deadlines<br><br>• Offer **additional practice opportunities** in class or online for vocabulary, structures, and comprehension<br><br>• Provide **visual supports, graphic organizers, and manipulatives** to guide thinking and organization<br><br>• Allow **oral responses** in place of written tasks when appropriate<br><br>• Offer **check-ins and progress** | 5. Support will provide challenges based on the rigor levels<br>6. **Extension Activity**<br><br>**Accommodations:**<br><br>• Provide opportunities for **independent or small-group projects** that extend learning beyond the basic unit objectives<br><br>• Allow **exploration of authentic texts, media, or cultural materials** for deeper comprehension and cultural understanding<br><br>• Offer flexible timing and formats for tasks to allow students to **demonstrate advanced skills**<br><br>**Modifications / Extensions:**<br><br>• Encourage **extended oral or written responses**, including additional details, |

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| • Use **assistive technology** as appropriate (speech-to-text, audio recordings, text-to-speech)<br><br>• Allow responses in **oral, written, or digital formats** according to student strengths<br><br>• Provide **frequent check-ins and feedback** to monitor understanding<br><br>**Modifications:**<br><br>• Simplify assessment tasks while maintaining the **communication goal**<br><br>• Reduce the number or complexity of items on worksheets, quizzes, or oral tasks<br><br>• Provide **sentence starters, graphic organizers, or** | **structures**<br><br>• Use **bilingual glossaries or word banks** where appropriate<br><br>• Allow **processing time** for oral and written responses<br><br>• Repeat, rephrase, or clarify instructions both orally and visually<br><br>• Pair MLLs with peers for **scaffolded practice and guided interaction**<br><br>**Modifications:**<br><br>• Simplify text passages while | **monitoring** to address challenges early<br><br>**Modifications:**<br><br>• Simplify text and assessment items while maintaining the **unit's learning goals**<br><br>• Scaffold interpersonal and presentational tasks with **sentence starters, modeled examples, or partially completed graphic organizers**<br><br>• Reduce quantity or complexity of assignments while still requiring **meaningful communication**<br><br>• Provide opportunities for **re-teaching or reteaching key concepts** in small groups<br><br>**Differentiation Strategies:**<br><br>• Pair STRS students with supportive peers for structured activities<br><br>• Use **multi-sensory instruction** (visual, auditory, kinesthetic) to reinforce learning | cultural comparisons, or reasoning<br><br>• Incorporate **creative tasks** such as composing dialogues, scripts, or digital presentations for a broader audience<br><br>• Offer research opportunities on **target language communities, cultural practices, or contemporary issues**<br><br>• Scaffold higher-level thinking tasks to require **analysis, comparison, or problem-solving** using the target language<br><br>**Differentiation Strategies:**<br><br>• Encourage self-directed learning and goal-setting within the unit's thematic framework<br><br>• Provide challenging questions or prompts |

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| **partially completed templates** for writing or presentations<br><br>● Adjust instructional pacing or content presentation while maintaining key cultural and thematic objectives<br><br>**Differentiation Strategies:**<br><br>● Pair students with supportive peers for structured activities<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and modeling**<br><br>● Provide pre-teaching of key vocabulary and structures<br><br>● Focus on **meaning-focused feedback** emphasizing communication and comprehension over perfect accuracy | keeping **cultural and thematic meaning intact**<br><br>● Provide sentence starters or partially completed responses for written or oral tasks<br><br>● Reduce task length or number of items while maintaining the **communication objective**<br><br>● Allow responses in **shorter phrases or sentences** if necessary, gradually | ● Focus on **mastery of core concepts first**, with optional extension tasks for enrichment<br><br>● Offer **frequent, specific feedback** emphasizing progress and comprehension rather than only accuracy | that require **synthesizing information** from multiple sources<br><br>● Incorporate **peer teaching or mentoring opportunities** to support collaborative learning<br><br>● Allow GT students to **apply language skills to cross-disciplinary projects** when appropriate |

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| | increasing complexity<br><br>**Differentiation Strategies:**<br><br>● Encourage **multi-modal learning** (listening, speaking, reading, writing) to reinforce comprehension<br><br>● Scaffold interpretive tasks with **contextual clues, visuals, and gestures**<br><br>● Provide frequent, supportive feedback emphasizing **meaning and strategy use** rather than | | |

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| | only grammatical accuracy<br><br>● Allow extended time or **small-group instruction** for more challenging tasks | | |

**World Language Level II: Grades 9-12**

| Unit Name & Title | Overview | NJ WL Standards |
|---|---|---|
| Unit 1: **Personal Identity and Daily Life in Context** | Students build on Level 1 skills to describe personal identity, routines, preferences, and responsibilities using connected sentences. Through interpretive, interpersonal, and presentational tasks, learners exchange information and make basic cultural comparisons related to daily life. | **7.1.NH.A.1 – 7.1.NH.A.4**<br>**7.1.NH.B.1 – 7.1.NH.B.4**<br>**7.1.NH.C.1 – 7.1.NH.C.3**<br>**7.1.NH.D.1 – 7.1.NH.D.2** |
| Unit 2: **Exploring the City: Directions, Travel, and Local Sights** | Students develop language skills to describe neighborhoods, landmarks, and travel experiences. Using maps, visuals, and authentic texts, learners interpret information, ask for and give directions, and present location-based information while exploring cultural contexts. | **7.1.NH.A.1 – 7.1.NH.A.5**<br>**7.1.NH.B.1 – 7.1.NH.B.5**<br>**7.1.NH.C.1 – 7.1.NH.C.5**<br>**7.1.NH.D.1 – 7.1.NH.D.4** |
| Unit 3: **Daily Life and Well-Being: Routines, Responsibilities, and Healthy Habits** | Students expand communication about everyday activities, household responsibilities, food choices, and health. Instruction emphasizes meaningful use of familiar language through guided conversations, short presentations, and cultural comparisons connected to daily life. | **7.1.NH.A.1 – 7.1.NH.A.4**<br>**7.1.NH.B.1 – 7.1.NH.B.4**<br>**7.1.NH.C.1 – 7.1.NH.C.3**<br>**7.1.NH.D.1 – 7.1.NH.D.3** |
| Unit 4: **Contemporary Life: Descriptions, Arts, and Society** | Students use descriptive language to discuss the arts, past experiences, and contemporary societal issues. Through interpretive, interpersonal, and presentational activities, learners analyze authentic resources, express ideas, and explore cultural perspectives in meaningful contexts. | **7.1.NH.A.1 – 7.1.NH.A.5**<br>**7.1.NH.B.1 – 7.1.NH.B.5**<br>**7.1.NH.C.1 – 7.1.NH.C.5**<br>**7.1.NH.D.1 – 7.1.NH.D.4** |

Unit 1: **Personal Identity and Daily Life in Context**

| Standard | Learning Intentions<br>We are learning to…/We are learning that… | Pacing (Days) | Pacing (Dates) | Resources |
|---|---|---|---|---|
| **7.1.NH.A.1 – A.4 (Interpretive)** | We are learning to understand the main idea and important details in short spoken and written texts about daily life.<br><br>We are learning to use visuals, context clues, and familiar words to figure out meaning. | **10 Weeks** | **Trimester 1** | **7.1.NH.A.1 – 7.1.NH.A.3**<br><br>**Resources**<br><br>● Short adapted readings (paragraphs, messages, schedules)<br>● Audio clips with clear, slowed speech<br>● Visual-supported texts (images, icons, infographics)<br>● Graphic organizers (main idea/detail charts)<br>● Textbook listening/reading selections<br><br>**7.1.NH.A.4 – 7.1.NH.A.5**<br><br>**Resources**<br><br>● Authentic or semi-authentic texts (menus, ads, signs, social posts)<br>● Short videos with visual context (subtitles optional)<br>● Maps, charts, or diagrams with labels<br>● Teacher-created inference questions<br>● Online media (simple news clips, cultural videos) |
| **7.1.NH.B.1 – B.4 (Interpersonal)** | We are learning to exchange information about ourselves and our daily routines in conversations.<br><br>We are learning to ask and answer questions and give simple explanations. | **10 Weeks** | **Trimester 1** | **7.1.NH.B.1 – 7.1.NH.B.3**<br><br>**Resources**<br><br>● Partner dialogue cards or conversation prompts<br>● Sentence starters and question frames<br>● Role-play scenarios (daily life, school, travel, routines)<br>● Think-Pair-Share activities<br>● Teacher modeling and guided practice<br><br>**7.1.NH.B.4 – 7.1.NH.B.5**<br><br>**Resources**<br><br>● Follow-up question banks<br>● Conversation expansion prompts (“Why…?”, “How often…?”)<br>● Small-group discussion tasks<br>● Interactive speaking games<br>● Exit tickets (oral or written responses) |

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| **7.1.NH.C.1 – C.3 (Presentational)** | We are learning to present information about our lives using connected sentences.<br><br>We are learning to organize ideas when speaking or writing. | **10 Weeks** | **Trimester 1** | **7.1.NH.C.1 – 7.1.NH.C.3**<br><br>**Resources**<br><br>● Writing templates and paragraph frames<br>● Visual organizers for sequencing ideas<br>● Short presentation rubrics<br>● Journals or learning logs<br>● Teacher-provided model texts<br><br>**7.1.NH.C.4 – 7.1.NH.C.5**<br><br>**Resources**<br><br>● Slide decks or digital posters<br>● Infographic templates<br>● Short oral presentation prompts<br>● Storyboard or timeline organizers<br>● Peer feedback checklists |
| **7.1.NH.D.1 – D.2 (Cultural Comparisons)** | We are learning that daily routines and behaviors can differ across cultures.<br><br>We are learning to compare our own experiences with those of people in the target culture. | **10 Weeks** | **Trimester 1** | |

## Unit 2: **Exploring the City: Directions, Travel, and Local Sights**

| Standard | Learning Intentions<br>We are learning to…/We are learning that… | Pacing (Days) | Pacing (Dates) | Resources |
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| **7.1.NH.A.1 – A.5 (Interpretive)** | We are learning to understand information from maps, signs, schedules, and short texts.<br><br>We are learning to infer meaning from authentic materials related to travel and locations. | **10 Weeks** | **Trimester 2** | **7.1.NH.A.1 – 7.1.NH.A.3**<br><br>**Resources**<br><br>● Short adapted readings (paragraphs, messages, schedules)<br>● Audio clips with clear, slowed speech<br>● Visual-supported texts (images, icons, infographics)<br>● Graphic organizers (main idea/detail charts) |

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| | | | | • Textbook listening/reading selections<br><br>**7.1.NH.A.4 – 7.1.NH.A.5**<br><br>**Resources**<br><br>• Authentic or semi-authentic texts (menus, ads, signs, social posts)<br>• Short videos with visual context (subtitles optional)<br>• Maps, charts, or diagrams with labels<br>• Teacher-created inference questions<br>• Online media (simple news clips, cultural videos) |
| **7.1.NH.B.1 – B.5 (Interpersonal)** | We are learning to ask for and give directions and discuss travel plans.<br><br>We are learning to sustain short conversations by asking follow-up questions. | **10 Weeks** | **Trimester 2** | **7.1.NH.B.1 – 7.1.NH.B.3**<br><br>**Resources**<br><br>• Partner dialogue cards or conversation prompts<br>• Sentence starters and question frames<br>• Role-play scenarios (daily life, school, travel, routines)<br>• Think-Pair-Share activities<br>• Teacher modeling and guided practice<br><br>**7.1.NH.B.4 – 7.1.NH.B.5**<br><br>**Resources**<br><br>• Follow-up question banks<br>• Conversation expansion prompts (“Why…?”, “How often…?”)<br>• Small-group discussion tasks<br>• Interactive speaking games<br>• Exit tickets (oral or written responses) |
| **7.1.NH.C.1 – C.5 (Presentational)** | We are learning to describe places, routes, and landmarks in organized ways.<br><br>We are learning to present travel or location-based information orally and in writing. | **10 Weeks** | **Trimester 2** | **7.1.NH.C.1 – 7.1.NH.C.3**<br><br>**Resources**<br><br>• Writing templates and paragraph frames<br>• Visual organizers for sequencing ideas<br>• Short presentation rubrics<br>• Journals or learning logs<br>• Teacher-provided model texts<br><br>**7.1.NH.C.4 – 7.1.NH.C.5** |

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| | | | | **Resources**<br><br>● Slide decks or digital posters<br>● Infographic templates<br>● Short oral presentation prompts<br>● Storyboard or timeline organizers<br>● Peer feedback checklists |
| **7.1.NH.D.1 – D.4 (Cultural Comparisons)** | We are learning that communities are organized differently around the world.<br><br>We are learning to compare transportation, neighborhoods, and landmarks across cultures. | **10 Weeks** | **Trimester 2** | |

## Unit 3: Daily Life and Well-Being: Routines, Responsibilities, and Healthy Habits

| Standard | Learning Intentions<br>We are learning to…/We are learning that… | Pacing (Days) | Pacing (Dates) | Resources |
|---|---|---|---|---|
| **7.1.NH.A.1 – A.4 (Interpretive)** | We are learning to understand texts and media about daily habits, food, and health.<br><br>We are learning to identify key information in familiar, real-world contexts. | **10 Weeks** | **Trimester 3** | **7.1.NH.A.1 – 7.1.NH.A.3**<br><br>**Resources**<br><br>● Short adapted readings (paragraphs, messages, schedules)<br>● Audio clips with clear, slowed speech<br>● Visual-supported texts (images, icons, infographics)<br>● Graphic organizers (main idea/detail charts)<br>● Textbook listening/reading selections<br><br>**7.1.NH.A.4 – 7.1.NH.A.5**<br><br>**Resources**<br><br>● Authentic or semi-authentic texts (menus, ads, signs, social posts)<br>● Short videos with visual context (subtitles optional)<br>● Maps, charts, or diagrams with labels<br>● Teacher-created inference questions<br>● Online media (simple news clips, cultural videos) |

| | | | | |
|---|---|---|---|---|
| **7.1.NH.B.1 – B.4 (Interpersonal)** | We are learning to discuss routines, responsibilities, and preferences with others.<br><br>We are learning to explain choices and exchange information clearly. | **10 Weeks** | **Trimester 3** | **7.1.NH.B.1 – 7.1.NH.B.3**<br><br>**Resources**<br><br>● Partner dialogue cards or conversation prompts<br>● Sentence starters and question frames<br>● Role-play scenarios (daily life, school, travel, routines)<br>● Think-Pair-Share activities<br>● Teacher modeling and guided practice<br><br>**7.1.NH.B.4 – 7.1.NH.B.5**<br><br>**Resources**<br><br>● Follow-up question banks<br>● Conversation expansion prompts ("Why…?", "How often…?")<br>● Small-group discussion tasks<br>● Interactive speaking games<br>● Exit tickets (oral or written responses) |
| **7.1.NH.C.1 – C.3 (Presentational)** | We are learning to present information about our daily lives using connected language.<br><br>We are learning to describe habits and routines in speech and writing. | **10 Weeks** | **Trimester 3** | **7.1.NH.C.1 – 7.1.NH.C.3**<br><br>**Resources**<br><br>● Writing templates and paragraph frames<br>● Visual organizers for sequencing ideas<br>● Short presentation rubrics<br>● Journals or learning logs<br>● Teacher-provided model texts<br><br>**7.1.NH.C.4 – 7.1.NH.C.5**<br><br>**Resources**<br><br>● Slide decks or digital posters<br>● Infographic templates<br>● Short oral presentation prompts<br>● Storyboard or timeline organizers<br>● Peer feedback checklists |

| | | | | |
|---|---|---|---|---|
| **7.1.NH.D.1 – D.3 (Cultural Comparisons)** | We are learning that food, health practices, and routines reflect cultural values.<br><br>We are learning to compare our habits with those of target-language communities. | **10 Weeks** | **Trimester 3** | |

## Unit 4: Contemporary Life: Descriptions, Arts, and Society

| Standard | Learning Intentions<br>We are learning to…/We are learning that… | Pacing (Days) | Pacing (Dates) | Resources |
|---|---|---|---|---|
| **7.1.NH.A.1 – A.5 (Interpretive)** | We are learning to understand texts and media about people, events, and issues.<br><br>We are learning to identify main ideas and details and make simple inferences. | **10 Weeks** | **Trimester 4** | **7.1.NH.A.1 – 7.1.NH.A.3**<br><br>**Resources**<br><br>● Short adapted readings (paragraphs, messages, schedules)<br>● Audio clips with clear, slowed speech<br>● Visual-supported texts (images, icons, infographics)<br>● Graphic organizers (main idea/detail charts)<br>● Textbook listening/reading selections<br><br>**7.1.NH.A.4 – 7.1.NH.A.5**<br><br>**Resources**<br><br>● Authentic or semi-authentic texts (menus, ads, signs, social posts)<br>● Short videos with visual context (subtitles optional)<br>● Maps, charts, or diagrams with labels<br>● Teacher-created inference questions<br>● Online media (simple news clips, cultural videos) |
| **7.1.NH.B.1 – B.5 (Interpersonal)** | We are learning to discuss past events, preferences, and opinions.<br><br>We are learning to participate in extended conversations with more detail. | **10 Weeks** | **Trimester 4** | **7.1.NH.B.1 – 7.1.NH.B.3**<br><br>**Resources**<br><br>● Partner dialogue cards or conversation prompts<br>● Sentence starters and question frames<br>● Role-play scenarios (daily life, school, travel, routines)<br>● Think-Pair-Share activities |

| | | | | |
|---|---|---|---|---|
| | | | | • Teacher modeling and guided practice<br><br>**7.1.NH.B.4 – 7.1.NH.B.5**<br><br>**Resources**<br><br>• Follow-up question banks<br>• Conversation expansion prompts (“Why…?”, “How often…?”)<br>• Small-group discussion tasks<br>• Interactive speaking games<br>• Exit tickets (oral or written responses) |
| **7.1.NH.C.1 – C.5 (Presentational)** | We are learning to describe people, events, and cultural topics using organized language.<br><br>We are learning to create short presentations and written texts with supporting details. | **10 Weeks** | **Trimester 4** | **7.1.NH.C.1 – 7.1.NH.C.3**<br><br>**Resources**<br><br>• Writing templates and paragraph frames<br>• Visual organizers for sequencing ideas<br>• Short presentation rubrics<br>• Journals or learning logs<br>• Teacher-provided model texts<br><br>**7.1.NH.C.4 – 7.1.NH.C.5**<br><br>**Resources**<br><br>• Slide decks or digital posters<br>• Infographic templates<br>• Short oral presentation prompts<br>• Storyboard or timeline organizers<br>• Peer feedback checklists |
| **7.1.NH.D.1 – D.4 (Cultural Comparisons)** | We are learning that art, history, and social issues reflect cultural perspectives.<br><br>We are learning to compare how societies express ideas and address challenges. | **10 Weeks** | **Trimester 4** | **7.1.NH.D.1 – 7.1.NH.D.2**<br><br>**Resources**<br><br>• Images and videos of daily life and traditions<br>• Short cultural readings or captions<br>• Comparison charts (target culture vs. own)<br>• Cultural discussion prompts<br>• Photo analysis activities<br><br>**7.1.NH.D.3 – 7.1.NH.D.4** |

| | | | | |
|---|---|---|---|---|
| | | | | **Resources**<br><br>● Authentic media (music, art, advertisements)<br>● Short articles or adapted current events<br>● Cultural reflection prompts<br>● Project-based tasks with cultural focus<br>● Guided discussion questions |

# Gifted and Talented Extension Activity – WL 2 (Novice-High, General)

**Title:** *Extended Connected Communication*

**Purpose:** Challenge GT students to **organize ideas, sustain communication, and expand sentences** in the target language.

**Instructions:**

1. Students create a **short oral or written response** on any topic of their choice related to **personal ideas, preferences, experiences, or observations**.

2. The response should include:

    - **3–5 connected sentences** expressing a main idea
    - **1–2 sentences providing additional detail, reason, or description**
    - Optional: **Compare or contrast ideas** (e.g., with a peer, a group, or general information they know)

3. Students are encouraged to use **expansion strategies**: adjectives, connectors (and, but, then, because), time expressions, and varied verbs.

4. Optional: Present **orally, in writing, or digitally**, using visuals or media to support communication.

**Assessment Focus:**

- Organization of **connected sentences**
- Comprehensibility and clarity
- Use of **language expansion strategies**
- Optional inclusion of **comparisons or contrasts**

**Differentiation Notes:**

- Students may collaborate or work independently
- Teachers can provide a **checklist or rubric** for sentence structure, clarity, and expansion
- Encourages **creative and critical thinking** within a language context

**Student Name:** _____

**Assignment / Task:** _____

**Total Points Possible: 20**

## Formative Assessment Rubric — Novice-Mid

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Participation & Engagement** | Rarely participates; minimal or no contribution | Participates inconsistently; contributes only when prompted | Participates appropriately; contributes to discussions, activities, and tasks | Actively participates in all activities; consistently contributes and encourages peers |
| **Use of Target Language** | Rarely uses the target language; meaning often unclear | Uses limited vocabulary and structures; frequent errors sometimes impede meaning | Communicates meaning using practiced words and structures; minor errors do not impede understanding | Communicates meaning clearly; attempts new vocabulary and structures successfully |
| **Comprehension & Interpretation** | Struggles to interpret; meaning not clear | Interprets some key details; partial understanding | Interprets most key details; minor misunderstandings occur | Accurately interprets spoken or written language; consistently identifies key ideas and details |
| **Cultural Awareness & Appropriateness** | Rarely demonstrates cultural awareness | Demonstrates some cultural awareness; inconsistently applied | Usually demonstrates cultural awareness; minor lapses | Consistently demonstrates understanding and integration of cultural norms in interactions |
| **Effort & Reflection** | Shows little effort; does not respond to feedback | Shows some effort; minimal reflection | Shows effort and responds to feedback | Shows initiative in learning; self-assesses progress and applies feedback effectively |

**Student Name: _____**

**Assignment / Task: _____**

**Total Score: _____ / 20**

| Total Points Earned | Level |
|---|---|
| 1-5 | Beginning |
| 6-10 | Approaching |
| 11-15 | Meets |
| 16-20 | Exceeds |

**Student Name: _____**
**Assignment / Task: _____**
**Total Points Possible: 8**

## Cultural Understanding Rubric — Novice-Mid

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Cultural Knowledge** | Incorrect or missing | Limited understanding | Accurate basic understanding | Accurate, insightful comparisons |
| **Connections (to own culture)** | No comparison | Minimal comparison | Some comparison | Clear comparison to own culture |

**Total Score: _____ / 8**

| Total Points Earned | Level |
|---|---|
| **1-2** | **Beginning** |
| **3-4** | **Approaching** |
| **5-6** | **Meets** |
| **7-8** | **Exceeds** |

# World Language 2 – General Rubrics (Novice-High, Any Unit)

**Student Name:** _____
**Assignment / Task:** _____
**Total Points Possible:** 20

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## 1. Interpretive Task (Reading / Listening / Viewing)

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Task Completion** | Does not complete task | Partially completes task | Completes task with key information | Fully completes task; demonstrates comprehension of main ideas and details |
| **Comprehension / Meaning** | Little to no understanding | Some understanding; often relies on translation | Understands most main ideas; some details | Fully understands main ideas and details; infers meaning from context |
| **Recognition of Key Words / Context Clues** | Rarely identifies key words | Sometimes identifies key words | Usually identifies key words and uses context clues | Accurately identifies key words and infers meaning from context |
| **Cultural Awareness / Context** | Minimal awareness | Some awareness of culture or context | Recognizes and explains basic cultural context | Accurately interprets cultural references and context |
| **Accuracy of Response** | Responses mostly incorrect | Responses partially correct | Responses mostly correct | Responses accurate and meaningful |

**Total Score:** _____ / 20

**Overall Points & Level:**

1–5 → Beginning / Emerging, 6–10 → Approaching / Developing, 11–15 → Meets / Proficient, 16–20 → Exceeds / Advanced

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## 2. Interpersonal Task (Speaking / Writing / Conversation)

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Task Completion** | Does not complete task | Partially completes task | Completes task with required information | Fully addresses task using connected sentences and added details |
| **Comprehensibility / Pronunciation** | Difficult to understand | Some difficulty understanding | Generally understood | Easily understood; minor errors do not interfere |
| **Vocabulary / Expression** | Very limited vocabulary | Limited or repetitive vocabulary | Uses familiar words and phrases | Uses varied vocabulary with basic expansion |
| **Grammar & Structure** | Errors prevent meaning | Frequent errors | Some errors, meaning clear | Accurate simple sentences with minor expansion |
| **Interaction / Communication** | Minimal or no response | Limited responses | Responds appropriately | Responds naturally; sustains conversation, asks/responds to questions |

**Total Score:** _____ / 20

**Overall Points & Level:**

- 1–5 → Beginning / Emerging
- 6–10 → Approaching / Developing
- 11–15 → Meets / Proficient
- 16–20 → Exceeds / Advanced

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## 3. Presentational Task (Oral / Written)

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Task Completion** | Does not complete task | Partially completes task | Completes task with required information | Fully addresses task using connected sentences and added details |
| **Organization / Cohesion** | Ideas disjointed | Some organization | Mostly organized and clear | Well-organized, logical, and cohesive |
| **Comprehensibility / Pronunciation** | Difficult to understand | Some difficulty understanding | Generally understood | Easily understood; minor errors do not interfere |
| **Grammar & Structures** | Errors prevent meaning | Frequent errors | Some errors, meaning clear | Accurate simple sentences with minor expansion |
| **Cultural Awareness / References** | Minimal awareness | Some recognition of culture | Recognizes and explains basic cultural references | Incorporates cultural references or comparisons effectively |

**Total Score:** _____ / 20

**Overall Points & Level:**

- 1–5 → Beginning / Emerging
- 6–10 → Approaching / Developing
- 11–15 → Meets / Proficient
- 16–20 → Exceeds / Advanced

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## 4. Formative Assessment (Practice / Quick Checks)

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Participation / Engagement** | Rarely participates | Participates occasionally | Participates regularly | Actively participates and engages peers |
| **Use of Language** | Uses isolated words | Uses short phrases | Uses 2–3 connected sentences | Uses 2–4 connected sentences with some expansion |
| **Comprehension / Accuracy** | Responses mostly incorrect | Responses partially correct | Responses mostly correct | Responses accurate and meaningful |
| **Effort / Strategy Use** | Minimal effort | Some effort applied | Effort applied consistently | Actively applies strategies independently |
| **Cultural Awareness** | Minimal awareness | Some awareness | Recognizes cultural ideas | Incorporates cultural understanding in responses |

**Total Score:** _____ / 20

**Overall Points & Level:**

- 1–5 → Beginning / Emerging
- 6–10 → Approaching / Developing
- 11–15 → Meets / Proficient
- 16–20 → Exceeds / Advanced

# STRS Remediation Activity – WL 2 (Novice-High, General)

**Title:** *Building Connected Sentences*

**Purpose:** Support students at risk of school failure in producing **connected sentences** in the target language.

**Instructions:**

1. Provide students with a **graphic organizer** with 3–5 boxes labeled for sentence ideas. Each box can represent:
    - Something the student wants to say
    - Something the student does
    - Something the student likes or prefers
    - Optional: Something they notice about their environment or community
2. Students write or orally produce **2–3 connected sentences** using the boxes as prompts.
3. Provide **sentence starters or scaffolds**, e.g.:
    - “I like ___ because ___.”
    - “I do ___ every day.”
    - “My favorite ___ is ___.”
4. Students can **use visuals, gestures, or word banks** to support production.
5. Students share with a **peer, small group, or teacher** for feedback on **meaning and clarity**, not just accuracy.

**Assessment Focus:**

- Use of **2–3 connected sentences**
- **Comprehensibility and clarity**
- Basic use of **high-frequency structures**

**Differentiation Notes:**

- Oral responses allowed instead of written
- Reduce required sentences if needed
- Pair with a supportive peer for modeling

**Student Name:** _____

**Assignment:** _____

**Total Points Possible: 12**

## Interpretive Task Rubric (Reading / Listening) — Novice-Mid

| Criteria | Exceeds (4) | Meets (3) | Approaching (2) | Beginning (1) |
|---|---|---|---|---|
| **Comprehension of Key Information** | Accurately identifies most or all key details in short, familiar texts; uses context and visuals effectively | Identifies key information with minor omissions; meaning mostly understood | Identifies some key details; partial understanding; relies heavily on visuals | Identifies few or no key details; meaning not clear |
| **Use of Context / Strategies** | Consistently uses context, cognates, visuals, or repetition to aid comprehension | Often uses context and visuals with success | Sometimes uses context; may guess or require prompting | Rarely uses context; guesses frequently |
| **Responses to Questions** | Provides complete and correct responses to comprehension questions | Provides mostly correct responses; minor errors do not impede understanding | Provides partial or incomplete responses; meaning partially understood | Responses are incorrect, incomplete, or unclear |

**Total Score: _____ / 12**

| Total Points Earned | Level |
|---|---|
| 1-3 | Beginning |
| 4-6 | Approaching |
| 7-9 | Meets |
| 10-12 | Exceeds |

**Student Name: _____**

**Assignment: _____**

**Total Points Possible: 16**

## Presentational Communication (Writing / Speaking) — Novice-Mid

| Criteria | Beginning (1) | Approaching (2) | Meets (3) | Exceeds (4) |
|---|---|---|---|---|
| **Organization** | Disorganized | Some organization | Organized, mostly clear | Clear, logical flow |
| **Vocabulary Use** | Incorrect or missing | Limited vocabulary | Basic vocabulary | Varied, topic-appropriate vocabulary |
| **Grammar** | Meaning unclear | Frequent errors | Errors do not hinder meaning | Few errors |
| **Length / Detail** | Incomplete | Below required length | Meets required length | Exceeds required length |

**Total Score: _____ / 16**

| Total Points Earned | Level |
|---|---|
| **1-4** | **Beginning** |
| **5-8** | **Approaching** |
| **9-12** | **Meets** |
| **13-16** | **Exceeds** |