GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

Standard 7.1: Communication All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture, studied with their own.

STRANDS/INDICATORS Descriptive Statement: The New Jersey and national standards recognizes three communicative modes that place primary emphasis on the context and purpose of the communication.

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Benchmarks for Intermediate Low Learner Range
According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

7.1.1 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

Specific Concepts/Skills By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

Students will exhibit understanding of oral and written directions by answering correctly when repeating or writing about the information requested.

Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

“Answering Questionnaires”

The student will be able to understand instructional sentences given in, quizzes, evaluations or similar questionnaires when reading or listening such as:

- Response with true or false
- Correct the false sentences
- Answer the following questions
- Look at the photo and decide
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### Specific Concepts/Skills

By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

### Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

#### A. Interpretive Mode (understanding and interpretation of spoken or written communication)

- **7.1.2.** Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
  - Eye contact and interpersonal social distance
  - Table manners and telephone practices

- Students will analyze the use of verbal and non verbal etiquette by comparing and contrasting codes of conduct found in the target culture and their own in relation to different greetings (formal vs. informal).

- **Greeting friends, family and teachers**

  The student will be able to compare and contrast how people from the target language greet each other in different situations.
  - In Spain, friends and family members may greet each other with two kisses.
  - In Latin America, friends and family members may greet kissing each other on only one cheek.
  - In some Latin countries, men who have not seen each other in a long time greet with a hand shake followed by a hug and a pat on the back.
GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

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**A. Interpretive Mode** (understanding and interpretation of spoken or written communication)

7.1.3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
- Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)

- Students will discuss codes of conduct found in the target culture and their own in relation to different greetings (formal vs. informal).

- Greeting friends, family and teachers
  - The student will be able to discuss how people from the target language greet each other in different situations.
  - In Spain, friends and family members may greet each other with two kisses.
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**A. Interpretive Mode** (understanding and interpretation of spoken or written communication)

7.1.4. Comprehend conversations and written information on a variety of topics.
- Academic and social interests
- Current or past issues and events at home or in the target country

Students will comprehend learned expressions, sentences, and questions in short and informal conversations between, friend and classmates.

Students will ask and respond to questions to introduce someone.

**Greetings friends family and teachers**

Students will be able to recognize vocabulary, expressions and use appropriate questions to introduce friends and classmates.

- This is Juan. He is a classmate.
- He is my best friend
- Who is the girl?
- She is my buddy
GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

Standard 7.1: Communication
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<td>Students will relate concepts studied in Language Arts for reading strategies, such as the use of cognates, to demonstrate comprehension of selections.</td>
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<td>Students will relate skills and concepts learned in Social Studies and Visual Arts to find out new aspects about Spanish population, heritage, and folklore in the USA.</td>
<td>The student will be able to apply skills and concepts learned in Social Studies and Visual Arts when reading and researching about Spain.</td>
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The student will be able to apply reading strategies used in Language Arts in order to understanding selections from target language text books:
- Identify familiar vocabulary (cognates, adjectives, activities/verbs, family members, date, food, colors, etc.)
- Visualize the scene
- Make a prediction, ask a question, make a comment

The student will be able to apply skills and concepts learned in Social Studies and Visual Arts when reading and researching about Spain, i.e.:
- Locate geographical location, size, population, neighbor states and country
- Recognize important cities and famous landmarks
- Identify food, architecture, art and celebrations
- Research about Latin styles of music and countries and cultures that have influenced them.
**GRADE 5 WORLD LANGUAGES**  
**INTERMEDIATE-LOW**

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### A. Interpretive Mode (understanding and interpretation of spoken or written communication)

**7.1.6:** Identify the main idea and theme, and describe the main characters and setting in readings from age appropriate, culturally authentic selections.

Students will read simple texts and age appropriate, culturally authentic selections in familiar topics and recognize the topic/main idea, character’s personality and settings.

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<td>After reading the booklet Spain and Spanish written by Janet De Saules, the student will be able to identify:</td>
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<td>- Main idea</td>
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<td>- Characters</td>
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*(Theme can be modified according to the target language and culture)*
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INTERMEDIATE-LOW

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**A. Interpretive Mode** (understanding and interpretation of spoken or written communication)

- **7.1.7** Compare and contrast unique linguistic elements in English and the target language.

  - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

Students will recognize distinctive elements in the target language and English by comparing and contrasting, grammar in relation to conjugating the verb ser in simple present tense.

**I am**

- Student will be able to compare and contrast similarities and differences between the target language and English in conjugation of verbs by naming characteristics in each language in relation to change in the verbs’ stem, categories found in target language.

  - Make a comparison between singular and plural personal pronouns.
  - Compare the conjugation of the verb “be” and how it goes between singular and plural pronouns: I am (Yo soy); Your are (Tu eres); He is (El es)
GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

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B. Interpersonal Mode (direct oral or written communication)

7.1.1 Give and follow a series of oral and written directions, commands, and requests for participating in age appropriate classroom and cultural activities. Students will apply vocabulary regarding everyday activities in oral and written form when participating in short conversations

Introducing each other
Working in groups, the student will be able to participate in oral and written activities using expressions and simple sentences to:

- Ask a classmate or other young person’s name: What’s your name, what’s his/her name
- To ask who someone is: Who is he/she?
- To ask how is a friend. Hi, How are you?
- To respond. I am fine, I am OK.
- Participate in role-playing taking turns with a classmate and introduce each other.
GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

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B. Interpersonal Mode (direct oral or written communication)

7.1.2 Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.

Students will apply different codes of conduct found in the target culture and their own in relation to different greetings (formal vs. informal).

Greeting friends, family and teachers

Working in pairs, the student will be able to greet in different situations in the target language such as:

- Like in Spain, friends and family members may greet each other with two kisses.
- Like Latin America, friends and family members may greet each other on only one cheek.
- Like in some Latin countries, men who have not seen each other in a long time greet with a hand shake followed by a hug and a pat on the back.
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#### B. Interpersonal Mode (direct oral or written communication)

7.1.3 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

- Reactions to an incident occurring in school or an event taking place in the school, community, or world

**Specific Concepts/Skills**

By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

**Student Activities/Evidence**

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

**Excusing yourself**

Working in small groups, the student will be able to bring into play using string of sentences in the target language some different ways to make an apology in the following situations:

- Interrupting the class when the teacher is speaking.
- Bumping into someone in the hallway.
- Accidentally tripped into someone’s chair or desk.
# Grade 5 World Languages
## Intermediate-Low

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### B. Interpersonal Mode (direct oral or written communication)

7.1.4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.

- Grade level social studies topics (e.g., family celebrations and coming of age customs)

Students will participate in short conversations using guided vocabulary, phrases and expressions, points of view in relation to customs and celebrations given in the target language.

**Customs and Celebrations**

In small groups, the student will be able to involve himself in short conversations combining short statements to make simple questions and answers in relation to customs and celebrations from the target culture. i.e.,

- What is celebrated?
- Where is celebrated?
- How many people are there?
- Food, clothing and music.
# GRADE 5 WORLD LANGUAGES
## INTERMEDIATE-LOW

### STANDARD 7.1: Communication
All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture, studied with their own.

### STRANDS/INDICATORS

**Descriptive Statement:** The New Jersey and national standards recognizes three communicative modes that place primary emphasis on the context and purpose of the communication.

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### Benchmarks for Intermediate Low Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.

### Specific Concepts/Skills

By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

### Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

#### B. Interpersonal Mode (direct oral or written communication)

**7.1.5** Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.

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<td>Students will work in pairs and take turns to ask and answer questions in order to describe main characters, important events and setting in the selections read. <em>(Theme can be modified according to the target language and culture).</em></td>
<td>The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:</td>
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### Spain

*(Since students are pretty new to the target language at this level, teacher might conduct this activity in English).*

Working in small groups and after reading the booklet Spain and Spanish written by Janet De Saules, the student will be able to identify:

- Main idea
- Characters
- Setting

Students will work in pairs and take turns to ask and answer questions in order to describe the main idea, characters appearing in the story, and settings by answering questions to demonstrate comprehension.
## Standard 7.1: Communication

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture, studied with their own.

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### Specific Concepts/Skills

By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

### Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

#### B. Interpersonal Mode (direct oral or written communication)

**7.1.6. Identify professions and careers that require proficiency in a language other than English**

- Career preparation skills needed to engage in these professions

Through readings, class discussions, and/or use of technology, students will recognize and relate knowledge of the target language to some other professions within the world community.

**Professions and Occupations**

The student will be able to participate in pair/group research through readings, class discussions and use of technology in order to develop awareness about the importance of learning a foreign language and be able to identify professions. i.e.,

- Doctor
- Nurse
- Lawyer
- Secretary
- Dentist
### GRADE 5 WORLD LANGUAGES
**INTERMEDIATE-LOW**

**Standard 7.1: Communication**
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<td>Students will present short songs (raps), applying vocabulary, phrases and idiomatic expressions learned in class. Create and show, with the use of technology and or multimedia, a visual or auditory presentation (power point presentation, class created TV commercial, song/music recording) about greetings.</td>
<td>Talent Show</td>
</tr>
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<td>The student will be able to perform in front of the class a rap/song, including expressions about greetings in the target language. With the use of technology, the student will be able to create and present a “TV commercial”, using vocabulary and expressions for greetings.</td>
<td></td>
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### C. Presentational Mode (spoken or written communication for an audience)

**What students should know in the target language**

7.1.1 Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

- Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
**GRADE 5 WORLD LANGUAGES**  
**INTERMEDIATE-LOW**

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**Student Activities/Evidence**

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**C. Presentational Mode**  
(speaking or written communication for an audience)

**7.1.2 Use language creatively in writing to respond to a variety of oral or visual prompts.**

- Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)

**Specific Concepts/Skills**

Students will utilize basic writing skills to write a simple letter regarding personal information

**Student Activities/Evidence**

Writing a letter

Guided by the teacher, the student will be able to compose a letter describing a friend, in the target language, using the following aspects:

- Date
- Address
- Name
- Telephone number
- Age
- Nationality
- Relationship
- E-mail address
- Punctuation
**GRADE 5 WORLD LANGUAGES**  
**INTERMEDIATE-LOW**

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<td>Students will perform role plays using concrete exchanges of information and predictable/familiar topics.</td>
<td>Greeting my friends</td>
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<tr>
<td>The student will be able to perform a role play in a target language dramatizing greetings in different scenarios. i.e.,</td>
<td></td>
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<tr>
<td>• In Spain, friends and family (formal).</td>
<td></td>
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<tr>
<td>• In Latin America (on the street)</td>
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</table>

**C. Presentational Mode** (spoken or written communication for an audience)

7.1.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
- Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
**GRADE 5 WORLD LANGUAGES**  
**INTERMEDIATE-LOW**

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**C. Presentational Mode** (spoken or written communication for an audience)

7.1.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.

- Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

Students will present in oral and/or written form a concrete report listing products (items) and customs from Spain and identify their cultural roots.

Spain

After studying and learning about Spain and its heritage, students will be able to present in oral and/or written form a concrete report listing products (items) and customs from Spain and identify their cultural roots, i.e.,

- Name of places:
- Holidays & Celebrations
- Food
- Music

Place will be modified according to the target language and culture studied.
### Standard 7.2: Culture

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

#### STRANDS/INDICATORS

**Descriptive Statement:** The New Jersey and national standards recognize three communicative modes that place primary emphasis on the context and purpose of the communication.  

**A. Interpretive Mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.” (One-way communication)

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#### Benchmarks for Intermediate Low Learner Range

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#### Specific Concepts/Skills

By the end of Intermediate Low Level students should be able to meet the performance indicators in the target language:

#### Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

### A. Interpretive Mode (understanding and interpretation of spoken or written communication)

7.2.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

Students will give explanations about specific attitudes, ideas and beliefs by comparing and contrasting codes of conduct found in the target culture and their own one in relation to greetings.

**Greetings**

The student will be able to compare, contrast and explain cultural differences between target language and their own when greeting by stating characteristics, analogies and differences in both cultures, responding to questions such as “How they do it?” and “Why they do it in that way?”, i.e.,

- Introduce classmates and friends to parents.

*(Since students are pretty new to the target language at this level, teacher might conduct this activity in English).*
## GRADe 5 WORLD LANGUAGES
### INTERMEDIATE-LOW

### Standard 7.2: Culture
All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

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#### A. Interpretive Mode (understanding and interpretation of spoken or written communication)

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<th>Students will research in books, internet or articles read in class geography and climate in countries from the target culture and their influence in the lives of people.</th>
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<td>Investigators</td>
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<td>The student will be able to search in books, magazines, articles, and newspaper as well as websites in order to get information regarding geography and climate of the target language using a reference listed by the teacher.</td>
</tr>
<tr>
<td><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></td>
</tr>
<tr>
<td>The weather channel</td>
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<tr>
<td>Local Newspaper weather and climate section</td>
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<td>Student will analyze perspectives of the target culture (beliefs, shared values, ideas) by comparing and contrasting them with distinctive features of the culture found in films.</td>
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Student Activities/Evidence
The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:

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<th>The student will analyze perspectives of the target culture (beliefs, shared values, ideas) responding to questions such as “How do they do that?” and “Why do they do it in that way?” by comparing and contrasting them with distinctive features of the culture found in films in order to identify typical patterns of social behavior.</th>
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<td>- Stereotypes</td>
<td></td>
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<tr>
<td>- Common practices</td>
<td></td>
</tr>
<tr>
<td>- Religion expressed in everyday life</td>
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<td>- Holidays and celebrations</td>
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**A. Interpretive Mode** (understanding and interpretation of spoken or written communication)

**7.2.4.** Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

*What we produce*

The student will be able to name common tangible products such as paintings and art craft of the target language from photographs, pictures or films when asked by the teacher.

The student will be able to name common intangible products like music, different systems of education etc, and respond to questions asked.

- **Tangible:** painting, play, musical instruments, musical groups.
- **Intangible:** Holidays, type of music, street raps, etc.

**Student Activities/Evidence**

The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:
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### B. Interpersonal Mode

**7.2.1 Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.**

- Students will demonstrate understanding by imitating culturally appropriate etiquette and nonverbal communication when participating in greetings, leave-takings and common social situations.

**Real Life**

- Student will interact successfully with people speaking the target language in simple social scenarios by following codes of conduct (greetings) formal-informal manners.
GRADE 5 WORLD LANGUAGES
INTERMEDIATE-LOW

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B. Interpersonal Mode  
Interpersonal Mode (direct spoken and written communication)

7.2.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.

Let’s do it
After reading to age-appropriate, culturally authentic selections, working in groups, the student will be able to demonstrate understanding of the information presented by participating in multiple activities orally or in written form. i.e.,
- Students will represent characters from the stories read through short role-plays
- Participate in pair or group work activities where students will take turns to ask and reply to questions about the selections read.

Student Activities/Evidence
The following are examples of tasks/classroom assessments that provide evidence of a student’s progress toward proficiency in the target language:
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<th>7.2.3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.</th>
<th>Students will give explanation about specific attitudes, ideas and beliefs by comparing and contrasting codes of conduct found in the target culture and their own in relation to greetings.</th>
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**Different ways for Greetings**

The student will compare, contrast and explain cultural differences between target language and their own when greeting by stating characteristics, analogies and differences in both cultures, responding to questions such as “How they do it?” and “Why they do it in that way?” and stating their conclusions in an oral or written report, i.e., introducing classmates and friends to parents.

*(Since students are pretty new to the target language at this level, teacher might conduct this activity in English).*
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B. Interpersonal Mode  
Interpersonal Mode (direct spoken and written communication)  
7.2.4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.  
Student will compare and contrast familiar topics in the school context between countries from the studied culture and their own.  
How is my school in comparison to…  
Working in groups, students will be able to discuss, compare and contrast after school programs and extracurricular activities between countries from the target language culture and their own and report their observations and conclusions in oral or written form.  
(Since students are pretty new to the target language at this level, teacher might conduct this activity in English)
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**B. Interpersonal Mode**  
Interpersonal Mode (direct spoken and written communication)

7.2.5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

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<td>The student will work in pairs or in small groups to discuss, compare and contrast perspectives from the target culture and the U.S., in relation to friends and familiar gatherings such as familiar reunions on Sundays. Students will report their observations and conclusions in oral or written form.</td>
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### GRADE 5 WORLD LANGUAGES
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**C. Presentational Mode** (spoken and written communication for an audience)

7.2.1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).

- Students will research and present a variety of products and practices from the target culture though the use of graphic organizers, charts, and/or collages.

- **Our family Values**

  The student will research in the internet, books, magazines, and/or newspapers, information and pictures about the diversity of products, inventions and or contributions from the target culture and present their results in a poster, chart or collage, in topics such as, science, music, literature, fashion, and art.
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<th>7.2.2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.</th>
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<td>The student will research and present an analysis about styles of music influenced by countries from the target culture in a brief written report or illustration.</td>
<td>The student will record traditional songs from the studied culture and identify particular rhythms, styles, instruments, and concepts found in their lyrics used in contemporary music.</td>
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Our Heritage
### STRANDS/INDICATORS

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### RESOURCES

- **New Jersey World Languages Curriculum Framework**
- **American Council on the Teaching of Foreign Languages (ACTFL)-Performance Guidelines for K-12 Learners**
- Holt, Rinehart and Winston *¡Exprésate!* textbooks and supplemental resources. Copyright 2006
  - [my.hrw.com](http://my.hrw.com) *¡Exprésate!* Student Edition online
  - [go.hrw.com](http://go.hrw.com) Practice activities
  - [www.hrw.com](http://www.hrw.com) Teacher resources