

**LONG BEACH ISLAND  
CONSOLIDATED SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM**

**Content Area: World Language**

**Course Title: World Language**

**Grade Level: 1**

**UNIT 1 – Greetings and Feelings**

**Ongoing**

**UNIT 2 – Numbers and Colors**

**Ongoing**

**Unit 3 – Weather, Calendar, and Holidays**

**Ongoing**

**Unit 4 – Classroom Objects**

**Ongoing**

**Unit 5 – Animals**

**Ongoing**

**Unit 6 – Parts of the Body**

**Ongoing**

**Date Created: 07/11/2012**

**Board Approved on August 18, 2015**



**LONG BEACH ISLAND CONSOLIDATED SCHOOL  
DISTRICT WORLD LANGUAGE CURRICULUM**

**Unit 1 Overview**

**Content Area: World Language**

**Grade: 1**

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

**Strand:** Novice-Mid K-5

**Summary:** Students will learn to convey appropriate greeting and farewells, their own name and basic expressions of emotion and physical well-being in target language.

**Primary interdisciplinary connections:** Social Studies, Art, and Drama

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

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

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Learning Targets**

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

Number	Standard for Mastery
Number	Standard for Introduction
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <b>culturally authentic materials</b> using <b>electronic information sources</b> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <b>physical response</b> .
7.1.NM.A.3	Recognize a few common gestures and <b>cultural practices</b> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, <b>culturally authentic materials</b> on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using

	memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimediarich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How would you say hello and goodbye in Target language?</li> <li>• How would you ask someone their name in target language?</li> <li>• How would you tell someone how you feel in target language?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The learner will be able to greet people in target language using culturally authentic expressions and vocabulary.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Say hello and goodbye in target language.</li> <li>• Request someone else's name and respond to a request for their own name in target language.</li> <li>• Request and express degree of physical well-being in target language.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• <b>Give appropriate verbal answers in the target language.</b></li> </ul>

Evidence of Learning	
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> </ul>
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>

**Modifications (ELLs, Special Education, Gifted and Talented)**

Follow all IEP modifications/504 plan

- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction
- The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.
- Review and make necessary IEP/504 Plan modifications

- Differentiation <http://daretodifferentiate.wikispaces.com/file/view/Differentiation-low%26high+prep+ways.doc>
- Collaborate with ESL department to make necessary modifications for ELL students.

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**  
Teacher made materials

**Teacher Notes:**

**This unit is meant to teach a target language greeting, farewell, and introductions, and how to express physical well-being.**

50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>

# 50 Ways To Use Technology

Each of the activities below can be used by teachers for their classes, but imagine how much more powerful they might be if students worked on these as class projects, under a teacher's direction. There are substantial opportunities for classroom creativity, student ownership, and integrating technology into the curriculum.

[This information is available in Adobe Acrobat format \(.pdf\) for easy printing.](#)

***Word Processing*** (with graphics and draw tools)

1. Compose a story/news article/book review and illustrate it with clip art or graphics
2. Expand vocabulary within any written work using the thesaurus in your word processing application
3. Create a resume for any famous person in history
4. Compare and contrast any two (or more) things using a Venn diagram
5. Plan steps or activities with a concept web or map—or use special software designed for this purpose
6. Devise a character comparison chart in table format
7. Use a table to generate timelines for projects or to record historical events
8. Design a postcard highlighting your school, local community, or Ohio (for the bicentennial!)
9. Publish a class or grade "newspaper" or student-produced newsletter or flyer

***Spreadsheets and Databases***

10. Document progress for a unit or an activity in your class
11. Take a survey and chart the results
12. Collect information about define the differences graphically—the heights of the tallest roller coasters
13. Make a "real world" budget to learn about income, purchasing, and consumer science
14. Do a "reality check" for a "dream car" or "dream house" by calculating payments with varied interest rates
15. Strategize for a fund-raiser by working with supply, demand, and price
16. Build a class "contact list" for homework help and information sharing
17. Keep an updated inventory of class materials and resources



A large yellow rectangular area with horizontal lines, resembling a sheet of lined paper or a form template. The lines are evenly spaced and extend across the width of the yellow area. The area is bounded by a thin black line on the left and bottom, and a thin black line on the top. There are some faint, illegible marks on the left side of the yellow area.

Measure and record data to show cumulative results—"Hands Across the Class" or a "Dance-a-Thon"

### ***Internet***

19. Go on an Internet Scavenger Hunt
20. Explore places you could never visit through streaming video
21. Investigate any situation through a WebQuest—created by someone else or you can create your own
22. Track data—the weather over time, or in different places, or changes in the Stock Market
23. Start the day or week with "Current Events," even in a content area, from major news sources
24. Watch or join an adventure online
25. Contribute to a research team—student data contributions and tracking are used for many projects
26. Research what happened the day you were born
27. Play a role in an online simulation—there is even a United Nations simulation for Middle School
28. Test your knowledge with daily quizzes—the National Geography Bee posts new questions daily
29. Become a "Jason Project" member
30. Follow the Iditarod

### ***Email***

31. Ask an expert or an author for his or her opinion or insight on a topic you are studying
32. Become an "e-pal" to someone anywhere in the world
33. Contact your Congressional Representative, Senators, or state officials with your concerns or questions
34. Share your expertise or opinion, or post a question on a message board
35. Initiate a friendly competition in reading or physical fitness activities with another class or school and share results

### ***Presentation Software***

36. Pull group work together in a class presentation with each group having a few slides in a presentation
37. Compile information into a common format—"Math Formulas We Use" created by and for students
38. Record "class info and rules" for new student orientation
39. Make a digital "memory book" for the year

### ***Digital Camera***

40. Capture the moment—class presentations, field trips, or activities!
41. Provide supporting "evidence" in a project or report

### ***Digital Video***

42. Document processes for use and review—lab equipment and procedures
43. Record a class project or event, such as a field trip or guest speaker, for further learning activities
44. Create a "newscast" of some event—current or historical—students presenting the information

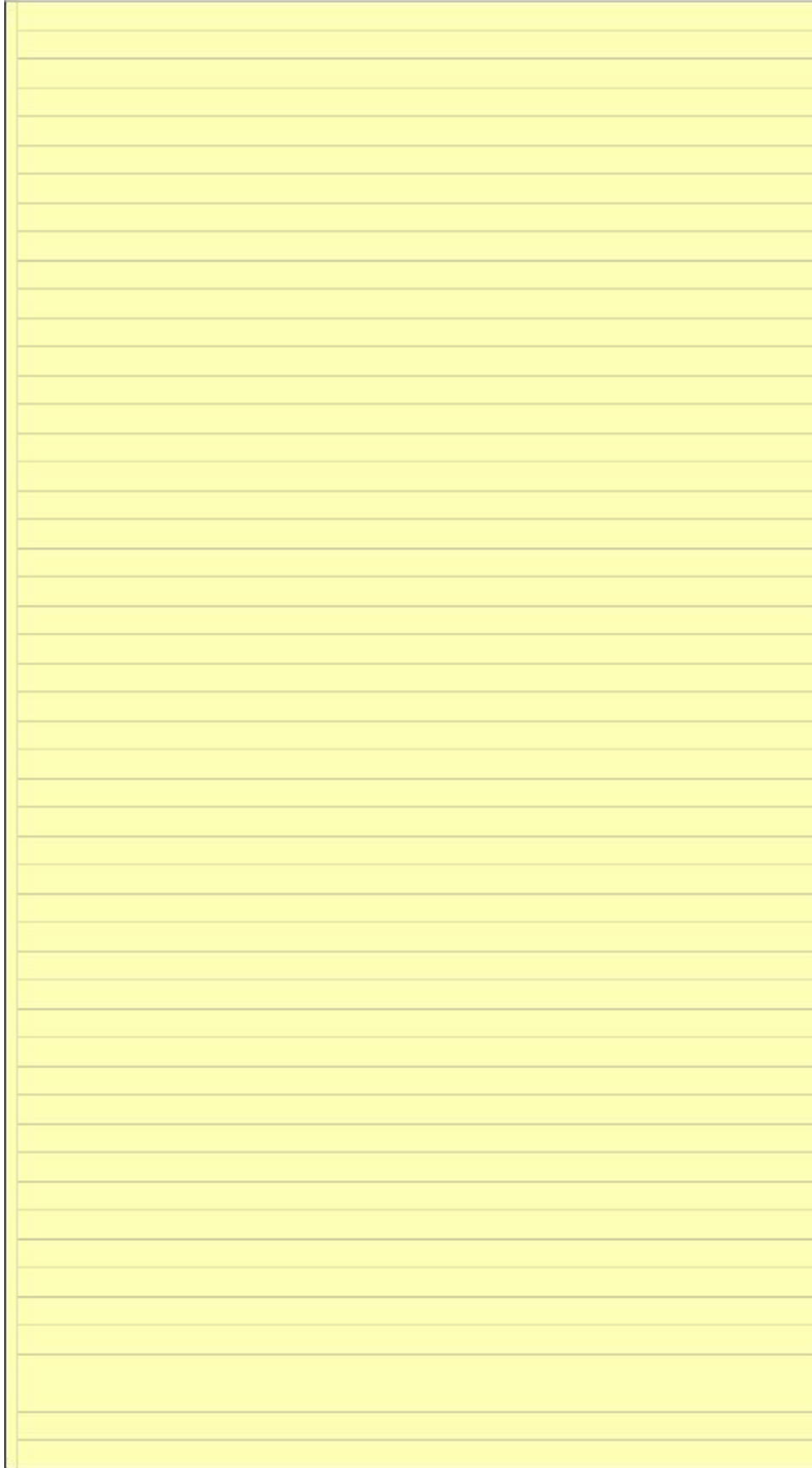
### ***Web Page***

45. Design a web page or site to direct students' learning activities in a class or for a project
46. Upload a page with results of students' work—art, maps, or even digital presentations
47. Share the results of student investigations by posting results on the Web
48. Use web page creation software to create a portfolio on a CD-ROM

***Videoconferencing***

49. Converse and collaborate with another class on a project
50. Take a course, in real time, from an instructor and with other students at various locations

Lesson Closure: [http://edc448uri.wikispaces.com/file/view/40\\_ways\\_to\\_leave\\_a\\_lesson.pdf](http://edc448uri.wikispaces.com/file/view/40_ways_to_leave_a_lesson.pdf)



## Lesson Closure with Examples or 40 Ways to Leave a Lesson

CLOSURE - what the instructor does to facilitate *wrap-up* at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson.

The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned. Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future. Closure is an opportunity for formative assessment and helps the instructor decide:

1. if additional practice is needed
2. whether you need to re-teach
3. whether you can move on to the next part of the lesson

Closure comes in the form of information **from students** about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and have the students learned what you intended to have them learn?

Lesson Closing in a nutshell – can be one or some combination of the purposes below. It should be a meaningful end to the lesson.

- Reviewing the key points of the lesson.
- Giving students opportunities to draw conclusions from the lesson.
- Describing when the students can use this new information.
- Previewing future lessons.
- Demonstrating student's problem-solving process.
- Exhibiting student learning.
- Creating a smooth transition from one lesson to the next lesson.

### Title Synopsis

#### 1. Cornell Notes

Notes can be used in a variety of ways. Completing the summary, checking with a partner for completeness, comparing to teacher's idea of what the key ideas were.

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

#### 2. Journal Entry

Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples) <http://content.scholastic.com/browse/article.jsp?id=3583>

#### 3. Exit Pass

Student must answer in writing questions or reflect in some way about the learning before being allowed to leave the room. Math example – work a question from the material covered during the lesson, use as

formative

assessment for the following day, sort into piles: got it/ didn't get it or minor errors / conceptual errors

Examples

☺ I really understood this idea...

\_ I have a few questions about... before I can say I understand

\_ I don't even know where to start on ...

! I am excited about...

: I'd like to learn more about...

? a questions I have

is... This point is

really clear

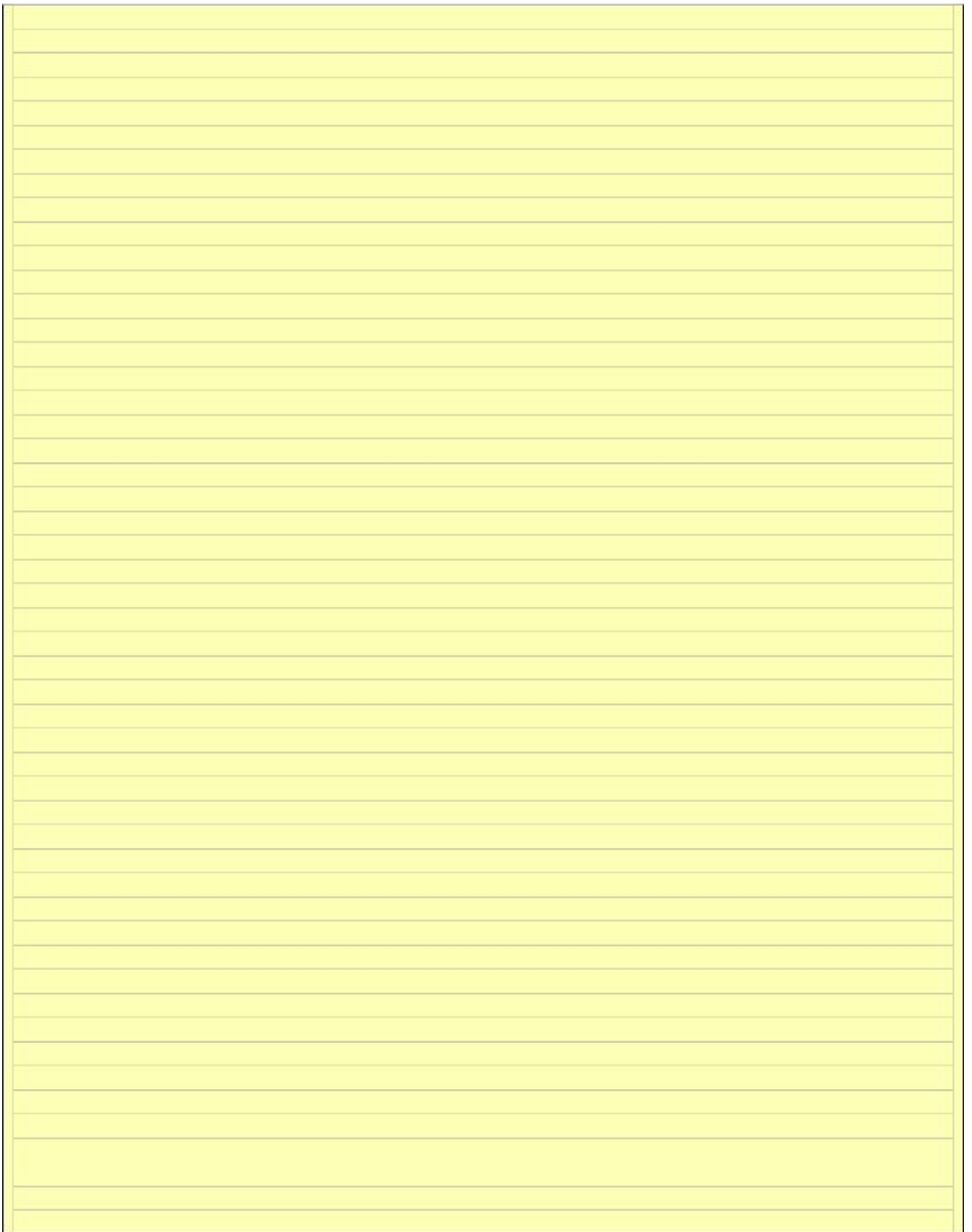
One thing that squares with things I already know

is... An idea that is still going around in my head

is...

4. You're stuck here until...

This is a variation of the exit pass and great for a 90-30 second gap before dismissal. Depending on time, have students discuss the day's vocabulary and then they have to define one word in their own words, to you, before



they go out the door. If they are having difficulty, have them step to the side and listen to several other students and then try again. This should be framed in good humor, not in a punitive way.

#### 5. Whip Around

Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – you have to have a safe trusting environment. I have

seen this done where kids chose others based on their perception that the student won't have anything to say.)

6. 3-2-1 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, whatever

#### 7. Fishbowl

Student writes one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you see if they know the answer, switch who is asking question, if time rotate to a new partner

#### 8. Summary

Paragraph What was learned today – be specific with examples!

#### 9. Explain a

Procedure Write to an absent student and explain how to .....

#### 10. Here's How...

Students write a detailed explanation of a procedure - with an example to demonstrate their understanding of the concept. They then give their partner the un-worked example and the detailed instructions and have the

partner work the example from the directions. Then they peer edit the procedures for clarity.

#### 11. Cliff Notes, Jr.

Students prepare a “cheat sheet” that would be useful for having during a quiz over the day's topic.

#### 12. Three W's

Students discuss or write

- **What** did we learn today ?
- **So What** ?(relevancy, importance, usefulness)
- **Now What?** (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

#### 13. Pair / Share

Tell the person next to you 2 (3,4,5,...) things you have learned today, then the groups report out. Variation is to have students Think/Write/Pair/ Share

#### 14. Gallery Walk

Students create graphic representations of their learning and post them. Students can either share out the posters or students can move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might do differently if they were to repeat the process.

#### 15. Choose from the Daily Dozen

Student choose two questions from a generic list to respond to about the day's lesson.

#### 16. Quiz

Could be daily or intermittent. 2-4 questions to show what they learned. Small individual whiteboards work well for a formative assessment and reduces the paperwork. Don't forget to ask conceptual questions!

#### 17. Thumbs Up /Thumbs down

Pose some questions that can be answered thumbs up/down/sideways, ask for explanation of the decisions.

#### 18. Quick doodles

Doodle / draw two or three concepts presented in the lesson may include words or numbers.



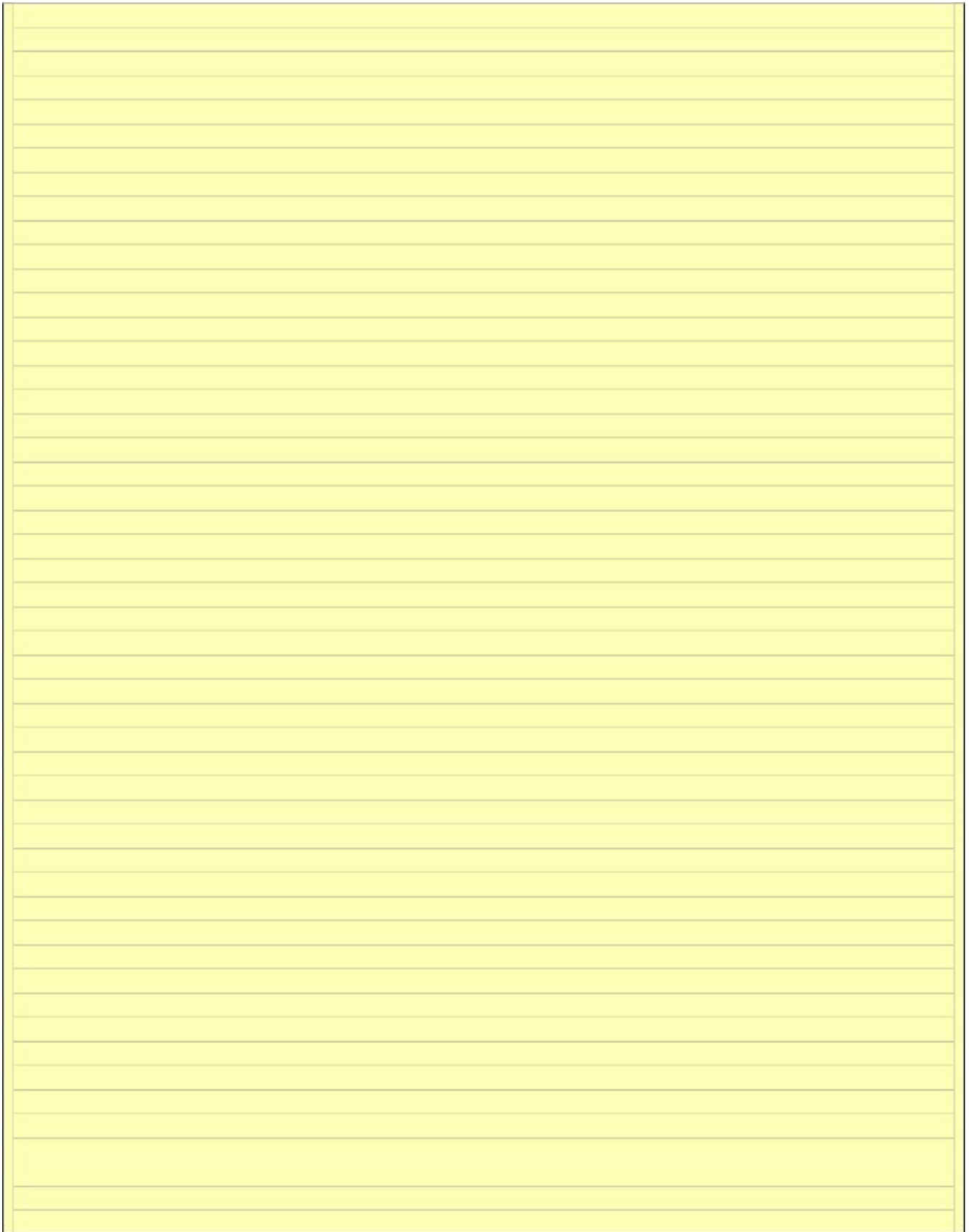
19. Key Ideas

Students list the key ideas from the lesson and why they were important.

20. "What am I?" (riddles for key terms)

Have students construct clues (riddles) about the key terms and quiz partners or the room

21. Jeopardy



Teacher gives answer. Students create the question. This works well with dry erase boards.

[http://www.hardin.k12.ky.us/res\\_techn/countyjeopardygames.htm](http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm)

22. Be Alex Trebek

Student poses answer/question to group about lesson –responses should come from other students, not the teacher

23. Be the Teacher

Students present three key ideas they think everyone should have learned. Could be done with a group or individually –responses can be either oral or written.

24. The Five W's

Students explain the who, what, where, when, why and how of the lesson.

25. Credit Cards

Students are given an index card and required to state the lesson's objective and if they feel that objective was met. Credit given for participating.

26. Postcard

Students are given an index card and they write a postcard to their parents explaining the day's lesson.

27. Pros and Cons

Students list pros and cons of the issue discussed in class (might be a challenge in a math class.)

28. So What's Up With ....?

Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.

29. Quiz Master

Students prepare a short quiz (+ 5 questions with answers) At least 2 of the questions must start How...? or Why...?

30. Journal Entry Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples.)

31. I Care Why? Students explain relevancy of the concept to their life or how they might use it.

32. It Fits Where?

Students create a "time line " of the concepts taught (sequence the concepts) or explain a connection to something else they know.

33. Element of Surprise

Students receive an envelope containing a card with a word or phrase selected by the teacher. Students discuss the concept and list the content-specific vocabulary necessary to discuss it.

34. Numbered Heads Together

Students in groups of up to five are numbered sequentially. As a group they create a list of 3-5 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned.

35. We Learned What?

Students write open ended questions on index cards. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner - the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day's lesson.)

36. We're Going Where?

Students predict the topic of tomorrow's lesson – be sure to refer to the predictions the next day as either an opener or in closure.

37. It Looks Like This

An actual object or model that directly relates to the lesson is shown and students explain how it connects to the day's concept.

38. Sell It To Us

Write a jingle that explains the main idea of the lesson.

39.

**Commercial**

Students write a 1 – 2 minute commercial to use at home when asked, “What happened in math class today?”

**40. 4 box synectics**

Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations is like eating an orange because...” “Solving equations is like driving a car because...”

**Resources used**

[www.eduref.org/Virtual/Lessons/Guide.shtml](http://www.eduref.org/Virtual/Lessons/Guide.shtml)

Educators Reference Desk, How to write a lesson Plan

Winning Through Student Participation in Lesson Closure. Patricia Wolf and Viola Supon . EDRS (ERIC)

Thinkfinity resources.

<http://www.apples4theteacher.com/foreignlang.html>

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM Unit 2 Overview	
<b>Content Area: World Language</b>	<b>Grade: 1</b>
<b>Standard: 7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	

**Strand:** Novice-Mid K-5

**Summary:** Students will learn to count in target language to 10 and learn to identify basic colors in target language.

**Primary interdisciplinary connections:** Social Studies and Math

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

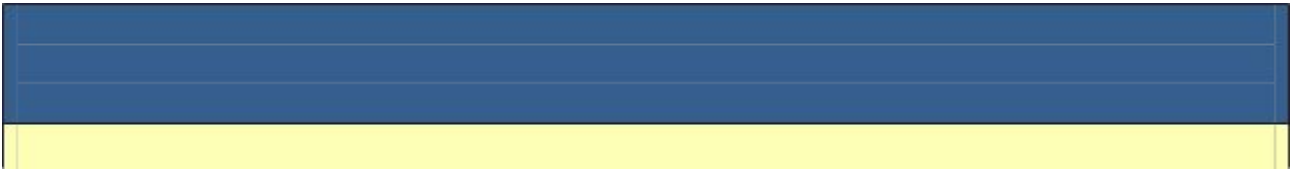
**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Learning Targets

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

Number	Common Core Standard for Mastery



Number	Common Core Standard for Introduction
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <b>culturally authentic materials</b> using <b>electronic information sources</b> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <b>physical response</b> .
7.1.NM.A.3	Recognize a few common gestures and <b>cultural practices</b> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, <b>culturally authentic materials</b> on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimediarich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How many objects are in this group? What are the color words for the target language?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The learner will be able to count to 10 and identify the color objects using the target language vocabulary.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Count to 10 in target language.</li> <li>Label objects using color words in target language.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p>

## **Formative Assessments**



<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> </ul>
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <ul style="list-style-type: none"> <li>• Follow all IEP modifications/504 plan</li> <li>• Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction</li> <li>• The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.</li> <li>• Review and make necessary IEP/504 Plan modifications</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students.</li> </ul>
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b> Teacher made materials
<b>Teacher Notes:</b> <b>This unit is meant to teach target language numbers 1-10 and target language color words.</b>  <b>Additional suggested activities:</b> <b>Flash cards</b> <ul style="list-style-type: none"> <li>• <b>Color Bingo</b></li> <li>• <b>Number Bingo</b></li> <li>• <b>Spanish Bingo</b></li> <li>• <b>I Spy games</b></li> <li>• <b>Music CDs in target language</b></li> </ul>

<b>LONG BEACH ISLAND CONSOLIDATED SCHOOL</b> <b>DISTRICT WORLD LANGUAGE CURRICULUM</b> <b>Unit 3 Overview</b>	
<b>Content Area: World Language</b>	<b>Grade: 1</b>
<b>Standard: 7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	

**Strand:** Novice-Mid K-5

**Summary:** Students will learn the target language words for days of the week, months of the year, seasons, and weather conditions. The cultural significance of holidays celebrated in target language speaking countries will also be explored.

**Primary interdisciplinary connections:** Social Studies, ELA, and Math

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

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

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Learning Targets

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

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

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"><li>• What is the weather today?</li></ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i>

<ul style="list-style-type: none"> <li>• What is the day of the week and month of the year?</li> <li>• What holidays are celebrated in target language speaking countries?</li> </ul>	<ul style="list-style-type: none"> <li>• The learner will be able to express the day of the week, month of the year, and describe the weather in target language. <ul style="list-style-type: none"> <li>• Holidays celebrated in target language speaking countries include activities and traditions that are culturally significant.</li> </ul> </li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Name the days of the week and month of the year in target language.</li> <li>• name seasons of the year in target language. <ul style="list-style-type: none"> <li>• Name weather conditions and convey weather conditions in the target language.</li> <li>• Identify holidays celebrated in target language speaking countries and describe cultural significance.</li> </ul> </li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <b>Give appropriate verbal answers in the target language.</b></li> </ul>

Evidence of Learning	
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> </ul>
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b>	
<p>Follow all IEP modifications/504 plan</p> <ul style="list-style-type: none"> <li>• Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction</li> <li>• The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.</li> <li>• Review and make necessary IEP/504 Plan modifications</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students.</li> </ul>	
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>	
<p>Teacher made material  Related literacy books in target language</p>	
<p><b>Teacher Notes:</b>  <b>This unit is meant to teach target language vocabulary for days of the week, months of the year, seasons, and weather conditions. Holidays celebrated in target language speaking countries will be explored.</b></p> <p><b>Additional suggested activities:</b>  <b>Flash cards</b></p> <ul style="list-style-type: none"> <li>• Spanish Bingo</li> <li>• Related literacy books in target language</li> <li>• Music CDs in target language</li> </ul>	

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

and participate in home and global communities.

**Strand:** Novice-Mid K-5

**Summary:** Students will learn the target language vocabulary corresponding to objects in the classroom.

**Primary interdisciplinary connections:** ELA

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

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

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Learning Targets

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

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



7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimediarich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the objects in the classroom?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The learner will be able to identify and describe classroom objects by name.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Name basic classroom objects using appropriate target language vocabulary.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• <b>Give appropriate verbal answers in the target language.</b></li> </ul>

Evidence of Learning
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> </ul>
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b>  Follow all IEP modifications/504 plan <ul style="list-style-type: none"> <li>• Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction</li> <li>• The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.</li> <li>• Review and make necessary IEP/504 Plan modifications</li> <li>• Collaborate with ESL department to make necessary modifications for ELL students.</li> </ul>
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b> Teacher made materials

**Teacher Notes:**

**This unit is meant to teach target language vocabulary words that name objects around the classroom.**

**Additional suggested activities:**

**Flash cards**

- **Spanish Bingo**
- **Music CDs in target language**

## LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM

### Unit 5 Overview

**Content Area: World Language**

**Grade: 1**

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

**Strand:** Novice-Mid K-5

**Summary:** Students will learn the target language vocabulary referring to animals.

**Primary interdisciplinary connections:** Science

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

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

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Learning Targets

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

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

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimediarich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the target language words for animals?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The learner will be able to name animals in the target language.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Name animals using appropriate target language vocabulary.</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• <b>Give appropriate verbal answers in the target language.</b></li> </ul>

Evidence of Learning	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Teacher observation</li> </ul>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>	

### **Modifications (ELLs, Special Education, Gifted and Talented)**

Follow all IEP modifications/504 plan

- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction
- The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.
- Review and make necessary IEP/504 Plan modifications
- Collaborate with ESL department to make necessary modifications for ELL students.





**Primary interdisciplinary connections:** Science and ELA

**21<sup>st</sup> century themes:** Global Awareness, Communication and Collaboration, Life and Career Skills

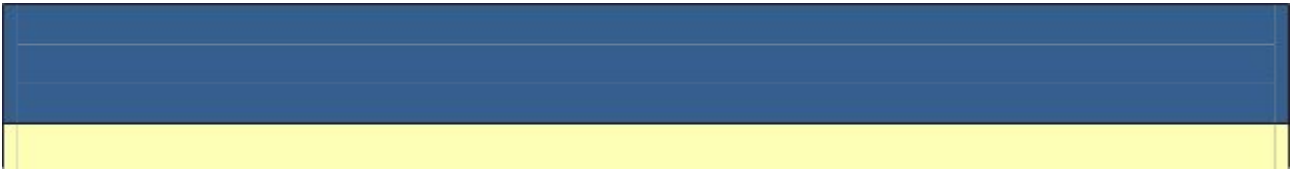
**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Learning Targets

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

Number	Common Core Standard for Mastery
--------	----------------------------------



Number	Common Core Standard for Introduction
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <b>culturally authentic materials</b> using <b>electronic information sources</b> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <b>physical response</b> .
7.1.NM.A.3	Recognize a few common gestures and <b>cultural practices</b> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, <b>culturally authentic materials</b> on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimediarich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the main parts of the human body?</li> <li>• How many do you have of each?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The learner will be able to identify the parts of the body.</li> </ul>

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"><li>• Name parts of the body in the target language.</li></ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <p><b>Give appropriate verbal answers in the target language.</b></p>
---	--

**Formative Assessments**

- Class participation
- Teacher observation

**Summative Assessments**

- Oral presentation

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interactions and instruction
- The use of multiple intelligences assignments to meet the needs of all types of learners in my classroom.
- Review and make necessary IEP/504 Plan modifications
- Collaborate with ESL department to make necessary modifications for ELL students.

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

Teacher made materials

**Teacher Notes:**

**This unit is meant to teach target language vocabulary that refers to parts of the body.**

**Additional suggested activities:****Flash cards**

- Spanish Bingo
- Music CDs in target language