

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

Content Area: World Languages

Course Title: World Language

Grade Level: 3

Unit 1: Everyday Conversation

Ongoing

Unit 2: In the Classroom

Ongoing

Unit 3: Calendar

Ongoing

Unit 4: Seasons and Weather

Ongoing

Unit 5: Family, Animals, & Food

Ongoing

Unit 6: Clothing, Body Parts & Colors

Ongoing

Board of Education Approved : August 18, 2015



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

Unit 1 (Everyday Conversation) Overview

Content Area: World Language

Grade: 3

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 Level K-5

Summary: Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings.

Primary interdisciplinary connections: Language Arts Literacy, Social Studies, Health

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

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

Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

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



| | |
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| 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.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| Unit Essential Questions: <ul style="list-style-type: none"> • How do you introduce yourself and use polite expressions? • How do you greet and leave others? | Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Words meaning “my name is;” “How are you?” and etc., using word cards to converse • Hello and goodbye with common gestures |
| Unit Objectives <i>Students will know...</i> Students will greet and introduce themselves to others. <ul style="list-style-type: none"> • Use correct leave taking phrases. • Ask how others are. Interpretative <ul style="list-style-type: none"> • Students will listen to information about appropriate greeting, introductions and leave takings • Answer questions about their being or health. Presentational mode <ul style="list-style-type: none"> • Students will role-play giving appropriate greetings, introductions and leave takings. | Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. |

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket



Summative Assessments

- Projects, Oral presentations



50 Ways To Use Technology

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies

<http://daretodifferentiate.wikispaces.com/file/view/Differentiation-low%26high+prep+ways.doc>

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

Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD,

Teacher Notes:

Teacher will model conversation. Students will partner up or use puppets to role-play.

Watch videos/DVDs.

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

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.](#)

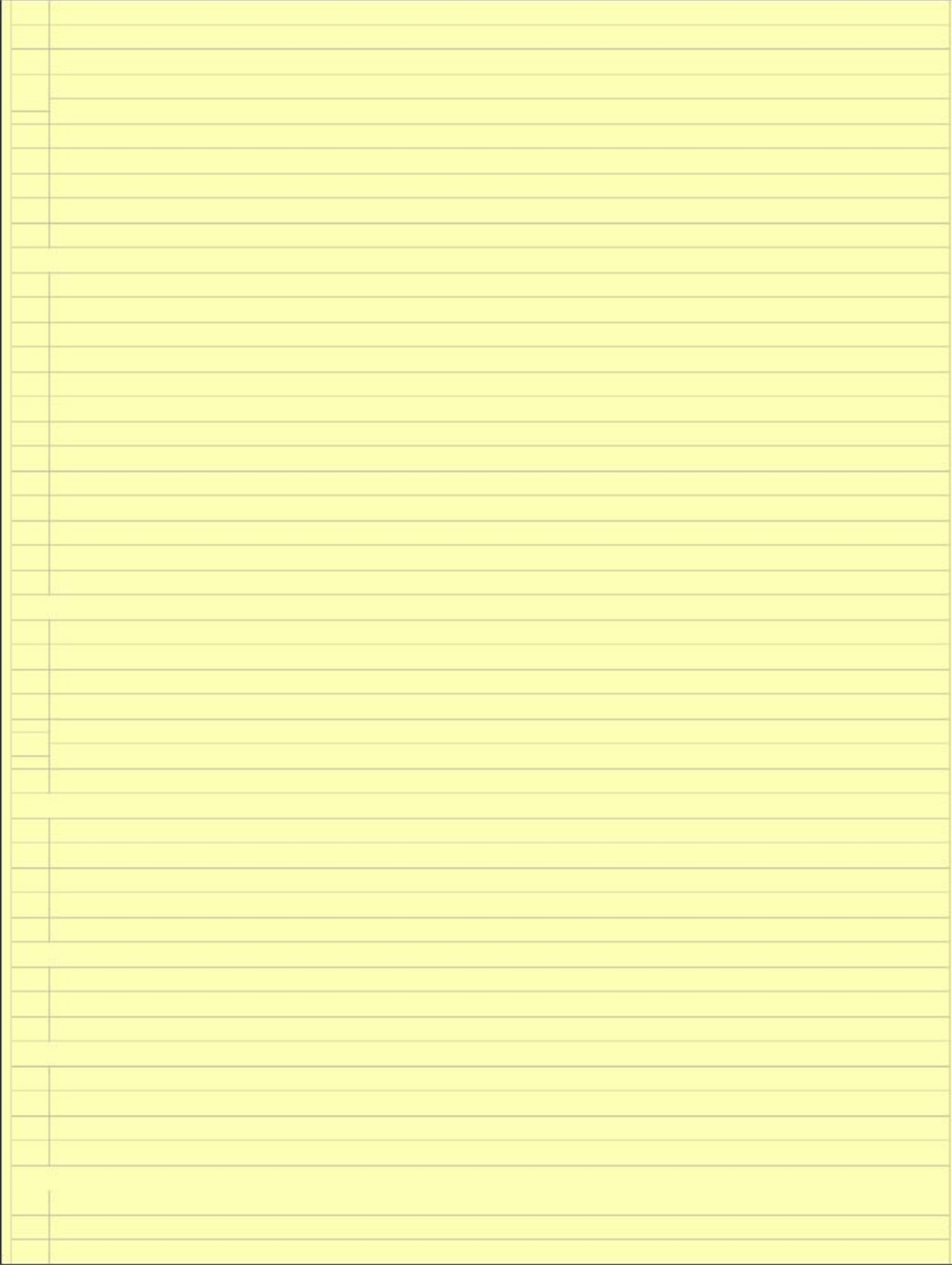
Word Processing (with graphics and draw tools)

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





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

Do a "reality check" for a "dream car" or "dream house" by calculating payments with varied interest rates 14.

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

18. 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

Initiate a friendly competition in reading or physical fitness activities with another class or school and 35.

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



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

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

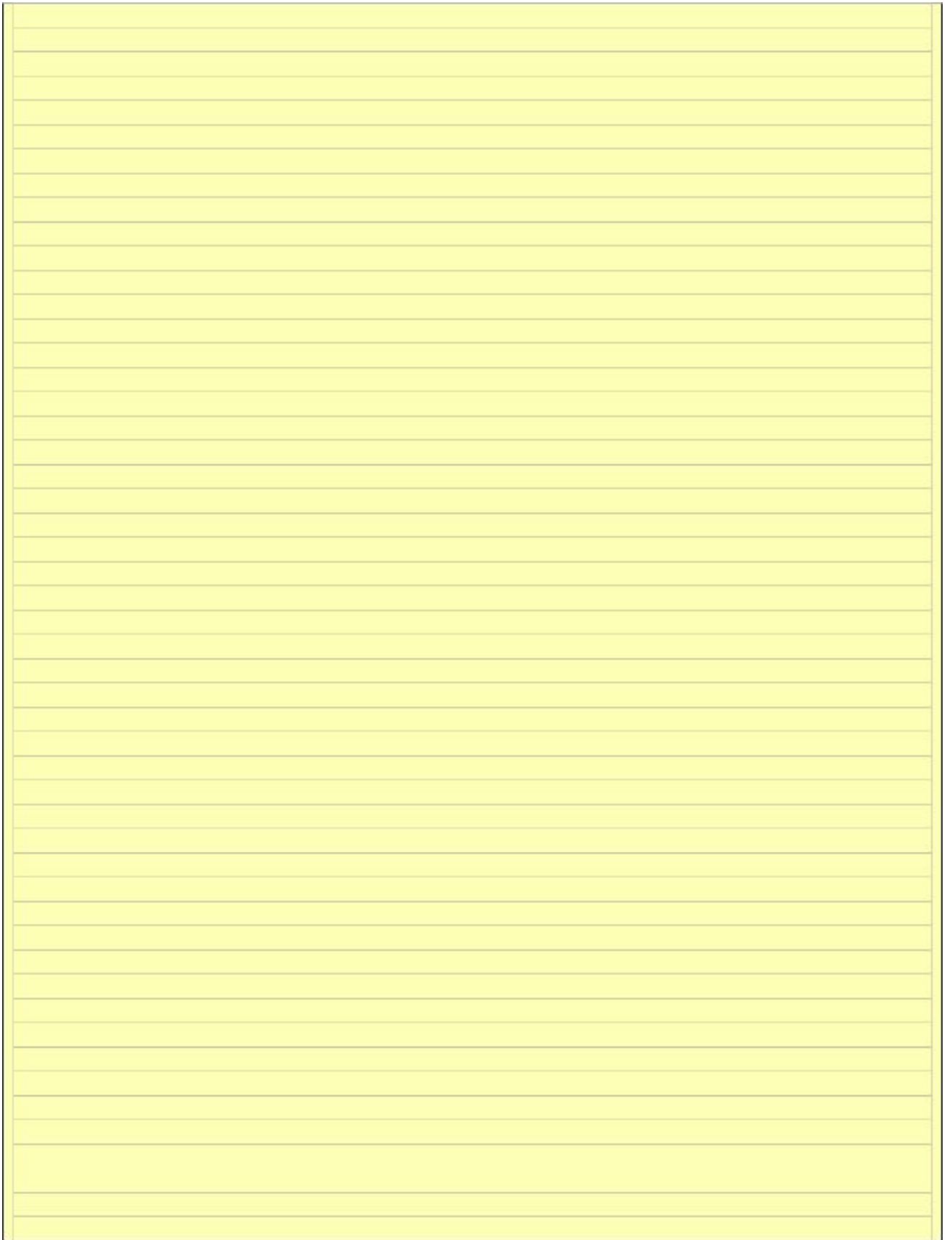
Examples

☺ 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!



A large rectangular area with a light yellow background and horizontal ruling lines, resembling a sheet of lined paper.



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

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.



Educators Reference Desk, How to write a lesson Plan
Winning Through Student Participation in Lesson Closure. Patricia Wolf and Viola Supon . EDRS (ERIC)

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT WORLD LANGUAGE CURRICULUM
Unit 2 (In the Classroom) Overview**

Content Area: World Language

Grade: 3

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 Level K-5



Summary: Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings.

Primary interdisciplinary connections: Language Arts Literacy, Math

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

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

Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

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

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

Unit Essential Questions

Unit Enduring Understandings

| | |
|---|--|
| <ul style="list-style-type: none"> • What are names for classroom objects? • How do you request someone to do something? | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Use of “This is ...” • How to make requests using vocabulary cards. |
| <p>Unit Objectives <i>Students will know...</i></p> <p>Interpersonal mode</p> <ul style="list-style-type: none"> • Name classroom objects. • Ask questions about people and objects. <p>Interpretative mode</p> <ul style="list-style-type: none"> • Understand and respond to commands and directions. <p>Presentational mode</p> <ul style="list-style-type: none"> • Students will hold up an object and match to word. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. |

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket

Summative Assessments

- Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies



Curriculum development Resources/Instructional Materials/Equipment Needed Teacher

Resources: Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, website <http://www.123teachme.com>

Teacher Notes:

Play game “Toca”.

Label classroom objects. Play “Simon dice”.

Video tape lessons

download coloring page from www.enchantedlearning.com

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

Unit 3 (Calendar) Overview

Content Area: World Language

Grade: 3



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 Level K-5

Summary

Students will identify the days of the week, months, numbers to 100, and answer age related expressions. Students will compare and contrast cultural differences in writing date and celebrating birthdays.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Social Studies

21st century themes:

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

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.

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| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| Unit Essential Questions <ul style="list-style-type: none"> • What information can you get from a calendar? • How old are you? • How do we use numbers? | Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Students will name days of the week, months of the year and give the date. • Students will use numbers to count, name the date and tell their age. |

Unit Objectives

Students will know...

Interpersonal

- Count orally up to 100.
 - Identify the months of the year, the days of the week and today's date.
 - Identify their birthday on a calendar.
- Identify holidays during the year.

Interpretative

- Understand and answer questions about numbers. Understand that certain countries have the week beginning with Monday and ending with Sunday. The days of the week are not capitalized for Spanish. When writing the date, the month and day are reversed for Spanish. Hispanics celebrate their saint's day as well as birthday.
 - Compare and contrast how the date is written in the target language and English.
 - Answer questions about the date.
- Presentational**
- Play games involving numbers.
 - Write the date on a sentence strip.

Unit Objectives

Students will be able to...

- Give appropriate verbal answers in the target language.

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket

Summative Assessments

- Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher

Resources: Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD website <http://www.123teachme.com>
www.enchantedlearning.com

Teacher Notes:

Calendar, bingo boards, chips. Play game Trece. Make items associated with special days/holidays. Books about special days/holidays.



LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM
Unit 4 (Seasons & Weather) Overview

Content Area: World Language

Grade: 3

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 Level K-5

Summary: Students will identify seasons and give description of weather at that time of year. Students will give a description of the weather for that day.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science, Health

21st century themes:

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

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

Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

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



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| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). | | |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. | | |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics | | |
| 7.1.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 multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | |
| <table border="1"> <tr> <td> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the seasons and how are they different? • What are the conditions of the weather? </td> <td> <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Seasons are spring, summer, autumn and winter and they are different by temperature and precipitation. • Weather will be different by region, temperature and precipitation. </td> </tr> </table> | | <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the seasons and how are they different? • What are the conditions of the weather? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Seasons are spring, summer, autumn and winter and they are different by temperature and precipitation. • Weather will be different by region, temperature and precipitation. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the seasons and how are they different? • What are the conditions of the weather? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Seasons are spring, summer, autumn and winter and they are different by temperature and precipitation. • Weather will be different by region, temperature and precipitation. | | |

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| <p>Unit Objectives <i>Students will know...</i> Interpersonal</p> <ul style="list-style-type: none"> • Students will use vocabulary to discuss weather and seasons. <p>Interpretative</p> <ul style="list-style-type: none"> • Students will answer questions to describe weather and compare seasons. <p>Presentational mode</p> <ul style="list-style-type: none"> • Students will match clothing, weather and objects needed for a season. • Student will give the weather report. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. |
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| Evidence of Learning |
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| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Exit ticket |
| <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects, Oral presentations |
| <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Differentiated instructional strategies |

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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher

Resources: Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD

website <http://www.123teachme.com>

Teacher Notes:

Have example of a weather forecast in English and in target language. Students should prepare a forecast similar to examples, using target language. Calendar, weather pictures, flashcards. Bingo.



**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM
Unit 5 (Family, Animals & Food) Overview**

Content Area: World Language

Grade: 3

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 Level K-5

Summary: This unit will introduce vocabulary for family members and their relationships, food and common animals.

Primary interdisciplinary connections: ELA, Social Studies, Science, Health

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

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

Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

| Number | Common Core Standard for Mastery |
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| Number | Common Core Standard for Introduction |
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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response . |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics |
| 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 multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| Unit Essential Questions <ul style="list-style-type: none"> • What do we call family members? • What is your favorite animal? • What foods do you like to eat? | Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Students will be able list family members. • Students will pick an animal from a list. • Students will be able to tell what they like to eat. |
| Unit Objectives <i>Students will know...</i> Interpersonal <ul style="list-style-type: none"> • Students will use vocabulary to identify family members, food and animals. | Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. |

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Interpretative

- Students will answer questions about family members, food preferences and animals. Presentational mode
- Students will role-play and perform a skit using vocabulary words.

| Evidence of Learning |
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| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Exit ticket |
| <p>Summative Assessments Projects, Oral presentations</p> |
| <p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Differentiated instructional strategies |
| <p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD Website http://www.123teachme.com</p> |



Teacher Notes:

Create a menu. Label a plate of food for a meal. Create a family tree. Play bingo.

Make an animal mural and label. Label wordless books for animals.

Guessing games.

Graph favorite animals.

Make sounds or action for animals.

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM
Unit 6 (Clothing, Body Parts & Colors) Overview**

Content Area: World Language

Grade: 3

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 Level K-5

Summary: This unit will introduce vocabulary for articles of clothing, parts of the body and colors. Students will locate parts of body and describe clothing with color.

Primary interdisciplinary connections: Science, ELA, Health, Art



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

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

Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

| 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 culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response . |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics |
| 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.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |

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| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). | |
| Unit Essential Questions <ul style="list-style-type: none"> • What words are used to identify clothing? • What words are used for body parts? • What words are used to identify colors? | Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Students will name articles of clothing using word cards. • Students use vocabulary cards to name body parts. • Students will use words cards to name colors. | |
| Unit Objectives <i>Students will know...</i> Interpersonal <ul style="list-style-type: none"> • Students will talk about their clothing and its color. • Students will tell their favorite color. Interpretative <ul style="list-style-type: none"> • Students will name body parts. • Students will answer questions about their favorite color, parts of the body and articles of clothing. Presentational mode <ul style="list-style-type: none"> • Students will present information about clothing, parts of the body or color. | Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. | |

| Evidence of Learning | |
|--|--|
| Formative Assessments <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Exit ticket | |
| Summative Assessments <ul style="list-style-type: none"> • Projects, Oral presentations | |
| Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. • Cooperative Learning groups | |
| <ul style="list-style-type: none"> • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Differentiated instructional strategies | |

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher

Resources: Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, website <http://www.123teachme.com>
www.enchantedlearning.com

Teacher Notes:

Play game “Toca”.

Play “Simon dice”.

Play “name it or wear it” (using clothing items or fake giant band-aids)

Prepare a fashion show using, clothing, body part and color words.

Describe pictures of people.

Color by number

pictures. Bingo