

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

Content Area: World Language

Course Title: World Language

Grade Level: 5

Unit 1-Expressions

Ongoing

Unit 2- Calendar

Ongoing

Unit 3-Weather

Ongoing

Unit 4- In the Classroom

Ongoing

Unit 5-Commands

Ongoing

Unit 6- In the School

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: 5
<p>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</p>		
<p>Strand: Novice-Mid K-5</p>		
<p>Summary: Throughout this unit, students will be exposed to the various common expressions, such as greetings, farewells, introductions, as well as expressions of courtesy and feelings, used in the Target Language.</p>		
<p>Primary interdisciplinary connections: Social Studies, ELA</p>		
<p>21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>		
Learning Targets		
<p>Content Standards Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>		
Number	Standard for Mastery	
Number	Standard for Introduction	
	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and 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.

	Presentational Mode	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	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? • How do you express how you are feeling to others? • How do you greet someone and then say goodbye? 		Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to meet, discuss feelings, and bid farewell to others.
Unit Objectives <i>Students will know...</i> <i>Interpersonal</i> <ul style="list-style-type: none"> • Greet and introduce themselves to others • Recognize correct leave-taking phrases • Inquire and respond to how others are feeling <i>Interpretative</i> <i>Students will listen to information about</i> <ul style="list-style-type: none"> • Expression of appropriate greetings • Introductions and leave-takings • Asking and responding to how someone feels <i>Presentational</i> <ul style="list-style-type: none"> • Present information about various feelings and appropriate greetings and leave-takings 		Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language

Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Participation • Teacher Observations 	<ul style="list-style-type: none"> • Oral Presentations

Summative Assessments

- Activity pages
- Oral Presentation
- Project

Modifications (ELLs, Special Education, Gifted and Talented)

- Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas.
- The use of multiple intelligence assignments to meet all types of learners in my classroom.
- Review and make necessary IEP modifications/504 plans.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

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

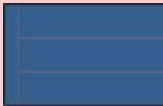
- Equipment - overhead projector, computer, DVD/VHS player, flash drive
- Videos (if applicable)
- Activity pages
- Teacher created resources
- www.enchantedlearning.com
- Student created flashcards

Teacher Notes:

- Teacher models/students repeat
- (chorally/individually)
- Students interact with video
- Students greet each other
- Students greet the teacher
- Student uses the vocabulary to enter and exit the classroom
- Students perform simple skits using greetings
- Cooperative Learning:
- Round Robin
- • Pantomimes / Charades
- • Inside / Outside Circle
- Interview a guest star: TV personality /sports figure
- Teacher observes student: kiss, hug,
- hand motions / shakes
- forms of address
- formation of simple questions

- students act out meetings using scenarios generated by the teacher
- Students take turns miming different feelings and fellow students interpret his/her feelings
- Draw illustrations of feelings
- Students dialogue about feeling between themselves and with the teacher
- Teacher observation
- Mini skit

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM Unit 2 Overview	
Content Area: World Language	Grade: 5
<p>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</p>	
<p>Strand: Novice-Mid K-5</p>	
<p>Summary: Throughout this unit, students will be exposed to the terms for, the days of the week, and the months of the year. Furthermore, through a comprehensive review of numbers (1-100), students will be able to form the date appropriately.</p> <p>Primary interdisciplinary connections: Social Studies, ELA, Math</p> <p>21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>	
Learning Targets	
<p>Content Standards</p> <p>Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>	
Number	Standard for Mastery
Number	Standard for Introduction

	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.2		
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.	
	Presentational Mode	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	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 day is today? Yesterday? Tomorrow? • What is your birth month? • Can you recite the numbers 1-100? 		<ul style="list-style-type: none"> • The learner will understand that certain country's calendar are formed differently (i.e. begins with Monday, days and months are not capitalized, date is reversed).

<p>Unit Objectives <i>Students will know...</i> <i>Interpersonal</i></p> <ul style="list-style-type: none"> • Discuss vocabulary pertaining to the calendar. • Ask questions about colors, days, months, and formation of dates. <p><i>Interpretative</i> <i>Students will apply concepts in order to</i></p> <ul style="list-style-type: none"> • Distinguish their date of birth • Label and read classroom calendar <p><i>Presentational</i></p> <ul style="list-style-type: none"> • Present information learned about the calendar (student created calendar) 	<p>Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language</p>
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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Participation • Oral Presentations • Teacher Observations
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Activity pages • Oral Presentation • Project
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas. • The use of multiple intelligence assignments to meet all types of learners in my classroom. • Review and make necessary IEP modifications/504 plans. • Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. • Collaborate with ESL department to make necessary modifications for ELL students.
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> • Equipment - overhead projector, computer, DVD/VHS player, flash drive • Videos (if applicable) • Activity pages • Teacher created resources • www.enchantedlearning.com • Student created flashcards

Teacher Notes: -

- Teacher models/students repeat (chorally/individually)
- Students interact with video
- Students mini dialogue
- Students tell favorite day
- Use calendar to tell what day it is
- Sequencing
- Line up by birthday and say it aloud
- Students tell their birthday, favorite month, when holidays fall
- Create a calendar
- Teacher observation



Content Area: World Language		Grade: 5
<p>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</p>		
Strand: Novice-Mid K-5		
<p>Summary: Throughout this unit, students will be exposed to the Target Language terms used to describe weather, the four seasons, and the appropriate clothing that is worn during each season. Cultural awareness will be incorporated into this unit through the exposure to the various celebrations that occur throughout the year in the countries of the Target Languages</p> <p>Primary interdisciplinary connections: Social Studies, ELA, Science</p> <p>21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>		
Learning Targets		
Content Standards		
Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community		
Number	Standard for Mastery	
Number	Standard for Introduction	
	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and 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.
	Presentational Mode
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	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 is the weather like today? • What type of clothing would you wear when it's hot, cold, or mild? • What are similarities and differences between the celebrations of the Target language and our celebrations? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to describe the clothing associated with seasons and climate, as well as any cultural celebrations that occur during that time period
Unit Objectives <i>Students will know...</i> <i>Interpersonal</i> <ul style="list-style-type: none"> • Discuss vocabulary relating to the weather, seasons, clothing, and cultural celebrations • Ask questions about weather and seasonal vocabulary, including cultural holidays <i>Interpretative</i> <i>Students will apply concepts in order to</i> <ul style="list-style-type: none"> • Identify daily weather conditions • Infer what the weather is like in various months and seasons • Categorize clothing into the appropriate seasons <i>Presentational</i> <ul style="list-style-type: none"> • Present information learned about the colors, weather, seasons, clothing, and cultural celebrations 	Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language

Evidence of Learning
Formative Assessments



- Participation
- Oral Presentations
- Teacher Observations

Summative Assessments

- Activity pages
- Oral Presentation
- Project

Modifications (ELLs, Special Education, Gifted and Talented)

- Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas.
- The use of multiple intelligence assignments to meet all types of learners in my classroom.
- Review and make necessary IEP modifications/504 plans.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

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

- Equipment - overhead projector, computer, DVD/VHS player, flash drive
- Videos (if applicable)
- Activity pages
- Teacher created resources
- www.enchantedlearning.com
- Student created flashcards

Teacher Notes: -

- Teacher models/students repeat (chorally/individually)
- Students interact with video
- Students mini dialogue
- Students tell what season their birthday is in
- Teacher describes weather and students respond with appropriate season
- Tell what the weather is like in various months and seasons
- Describe the weather and students respond with appropriate seasons
- Daily weather report
- Match appropriate clothing worn for different weather
- Teacher observation

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM
Unit 4 Overview

Content Area: World Language		Grade: 5
<p>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</p>		
<p>Strand: Novice-Mid K-5</p>		
<p>Summary: Throughout this unit, students will be exposed to the Target Language terms for colors and the various objects that they use in the classroom daily.</p> <p>Primary interdisciplinary connections: Social Studies, ELA, Art 21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>		
Learning Targets		
<p>Content Standards Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>		
Number	Standard for Mastery	
Number	Standard for Introduction	
	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	



7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and 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.
	Presentational Mode
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	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 are the objects in our classroom? • What is ...? • How do you say ...? • What are the primary colors in English and Tar? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to identify the common objects students use in their daily learning. • Identify colors
Unit Objectives <i>Students will know...</i> <i>Interpersonal</i> <ul style="list-style-type: none"> • Discuss vocabulary pertaining to classroom objects and colors • Ask and respond to questions about people, colors and objects <i>Interpretative</i> <i>Students will apply concepts in order to</i> <ul style="list-style-type: none"> • Articulate Target Language terms for vocabulary used in the classroom • Label objects in classroom <i>Presentational</i> <ul style="list-style-type: none"> • Present information about various classroom objects and commands 	Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language

Evidence of Learning

Formative Assessments

- Participation
- Oral Presentations
- Teacher Observations

Summative Assessments

- Activity pages
- Oral Presentation
- Project

Modifications (ELLs, Special Education, Gifted and Talented)

- Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas.
- The use of multiple intelligence assignments to meet all types of learners in my classroom.
- Review and make necessary IEP modifications/504 plans.
- Differentiated instructional strategies that allow students of different intelligence and ability to

achieve success.

- Collaborate with ESL department to make necessary modifications for ELL students.

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

- Equipment - overhead projector, computer, DVD/VHS player, flash drive
- Videos (if applicable)
- Activity pages
- Teacher created resources
- www.enchantedlearning.com
- Student created flashcards

Teacher Notes: -

- Key classroom objects
- Key commands
 - Teacher models/students repeat (chorally/ individually)
 - Students interact with video
 - Students simulate shopping for school items
 - Pair/Share
 - TPR
 - Label classroom objects
 - Teacher observation
 - Formal and informal assessment tools:
 - use of functional language
 - evaluation of listening and speaking skills

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

Unit 6 Overview

Content Area: World Language		Grade: 5
<p>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</p>		
<p>Strand: Novice-Mid K-5</p>		
<p>Summary: Throughout this unit, students will be exposed to the Target Language terms used to describe the rooms and personnel working within a school building</p>		
<p>Primary interdisciplinary connections: Social Studies, ELA, Art 21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>		
Learning Targets		
<p>Content Standards Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>		
Number	Standard for Mastery	
Number	Standard for Introduction	
	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and 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.
	Presentational Mode
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	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 are some of the rooms within your school? • What is your favorite room? • Who helps you throughout the day? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to identify the various rooms within a school building. • The learner will be able to identify the names for the personnel working within a school building.
Unit Objectives <i>Students will know...</i> <i>Interpersonal</i> <ul style="list-style-type: none"> • Identify vocabulary relating to school rooms and personnel. • Ask questions about the people working within the school • Question classmates about their favorite room to visit during the day. <i>Interpretative</i> <i>Students will apply concepts in order to</i> <ul style="list-style-type: none"> • Identify school personnel by listening to a description of their daily job requirements • Link the current school personnel to their corresponding Target Language term. <i>Presentational</i> <ul style="list-style-type: none"> • Present information learned about school rooms and personnel. 	Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language

Evidence of Learning
Formative Assessments



- Participation
- Oral Presentations
- Teacher Observations

Summative Assessments

- Activity pages
- Oral Presentation
- Project

Modifications (ELLs, Special Education, Gifted and Talented)

- Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas.
- The use of multiple intelligence assignments to meet all types of learners in my classroom.
- Review and make necessary IEP modifications/504 plans.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

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

- Equipment - overhead projector, computer, DVD/VHS player, flash drive
- Videos (if applicable)
- Activity pages
- Teacher created resources
- www.enchantedlearning.com
- Student created flashcards

Teacher Notes: -

- Teacher models/students repeat (chorally/individually) Key vocabulary for people in the school.
- Students interact with video
- Taking a tour and identifying rooms
- Game: "Where are you?"
- Mini dialogue (pair/share)
- Poster - design a school floor plan
- Teacher observation

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

Unit 5 Overview

Content Area: World Language		Grade: 5
<p>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</p>		
<p>Strand: Novice-Mid K-5</p>		
<p>Summary: Throughout this unit, students will be exposed to positive and negative commands in Target Language</p>		
<p>Primary interdisciplinary connections: Social Studies, ELA, Art 21st century themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity & innovation, life & career skills</p>		
Learning Targets		
<p>Content Standards Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community</p>		
Number	Standard for Mastery	
Number	Standard for Introduction	
	Interpretative Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	
7.1.NM.A.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.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics	
	Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	

7.1.NM.B.3	Imitate appropriate gestures and 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.
Presentational Mode	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	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 How do you ask someone to do something? How would you ask someone not to do something	Unit Enduring Understandings <ul style="list-style-type: none"> The learner will be able to identify positive and negative commands used in the classroom
Unit Objectives <i>Students will know...</i> <i>Interpretative</i> <i>Students will apply concepts in order to</i> <ul style="list-style-type: none"> Articulate Target Language terms for commands used in the classroom <i>Presentational</i> <ul style="list-style-type: none"> Present information about various classroom objects and commands 	Unit Objectives <i>Students will be able to...</i> Give appropriate verbal answers in Target Language

Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> Participation Teacher Observations 	<ul style="list-style-type: none"> Oral Presentations
Summative Assessments <ul style="list-style-type: none"> Activity pages Oral Presentation Project 	

Modifications (ELLs, Special Education, Gifted and Talented)

- Cooperative learning groups to engage students in sharing their work, reading aloud, and formulating ideas.
- The use of multiple intelligence assignments to meet all types of learners in my classroom.
- Review and make necessary IEP modifications/504 plans.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

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

- Equipment - overhead projector, computer, DVD/VHS player, flash drive
- Videos (if applicable)
- Activity pages
- Teacher created resources
- www.enchantedlearning.com
- Student created flashcards

Teacher Notes: -

Teacher models/students

repeat

(chorally/individually)

- Students interact with video
- TPR – teacher gives commands
- TPR – students give commands

- Teacher observation