

Created on:	July 13, 2015
Created by:	Brittany Bucco, Brick; Maria Janusz, Lakewood
Board Approved:	August 18, 2015

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Level: 6-8
UNIT 6.1: Greetings	6 th grade
UNIT 6.2: Numbers	6 th grade
UNIT 6.3: Calendar	6 th grade
UNIT 6.4: Classroom Environment	6 th grade

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Level: 6
UNIT 1: Greetings	1-2 weeks
UNIT 2: Numbers	1-2 weeks
UNIT 3: Calendar	2-3 weeks
UNIT 4: Classroom Environment	2-3 weeks

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT WORLD LANGUAGE CURRICULUM

Unit 6.1 Overview

Content Area: World Languages

Unit Title: Greetings and Personal Information (Unit 6.1)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore the concept of greetings using a range of culturally authentic learning materials to understand introductions, expressions of courtesy, and ways to ask and answer questions about personal information.

Primary interdisciplinary connections: Language Arts; Social Studies; Technology; Performing Arts

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: 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.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale

By studying greetings in a cross-cultural comparison, students will gain the opportunity to learn to communicate more effectively and respectfully and to compare their cultural views with that of the target language cultures.

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Showing respect is an essential component of greetings in all cultures.
- Acceptable topics for personal conversations vary by culture.
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #	Cumulative Progress Indicator (CPI)
--------------	--

Interpretive 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 greetings? • How are physical gestures related to greetings? • Why is being respectful important? • How do I address another person in the target language? • What are some basic ways to communicate in the language? • How prevalent is the target language? • How do you introduce yourself in the target language? • How do you share personal information in the target language? 	Unit Enduring Understandings <ul style="list-style-type: none"> • How one greets someone often varies by culture. • Culture plays a role in what is considered to be polite conversation. • There are accepted cultural ways of starting a conversation with someone. • There are a number of ways to communicate with someone when speaking about cultural and everyday topics. • The target language is used across the globe in commerce, travel, and for a variety of purposes.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Greet and introduce themselves to others. • Use correct leave-taking phrases. • Ask how others are. • Ask others if they speak another language. 	

- Interpret conversations between native speakers.
- Compare customs, greetings, and introductions.

Evidence of Learning

Formative Assessments <ul style="list-style-type: none"> ● Role play/Skit ● Teacher observation ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards 	Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations 	Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com 		
Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: Computers Websites Whiteboards SMART Board Sing, Dance, Laugh & Eat Tacos audio Teacher created activities (handouts, projects, etc.) District selected textbook		
Teacher Notes: http://www.wordreference.com Reputable translation website http://www.quia.com		

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://www.quia.com/>

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM
Unit 6.2 Overview

Content Area: World Languages

Unit Title: Numbers (Unit 6.2)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore whole numbers from 1 through 1000 using a range of culturally authentic learning materials to understand how to express, contrast, and compare large quantities, sizes, distances, and prices.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Technology; Science

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: 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.

21st century themes: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale

By studying numbers and their uses in a cross-cultural comparison, students gain the opportunity to better differentiate quantities, sizes, distances, prices, etc. and to compare their cultural views with that of the target language cultures.

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Most cultures use the Arabic numbering system (i.e., 1, 2, 3, ...)
- Current information and perspectives on the target culture regarding global/international, regional, national, and local relevant issues are readily available through online information sources, such as: newspapers, magazines, government and public television web sites, blogs, podcasts, wikis, etc.

CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode	
7.1. NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.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.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.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.
Unit Essential Questions <ul style="list-style-type: none"> • What are numbers used for? • When are numbers compared? (Answer: All the time! For example, the ages of two people.) • Why are numbers important? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Many cultures count things in the same way. • Every career uses numbers in some way.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Understand and interpret written and spoken language about numbers. • Compare and contrast cultural products, practices, and perspectives related to making comparisons using numbers. (For example, the metric system and meters versus the imperial system and inches for measurement.) • Exchange information about ways to make comparisons using numbers with peers. 	
Evidence of Learning	

Formative Assessments <ul style="list-style-type: none"> • Role play/Skit • Teacher observation • Do-Now • Thumbs up/down • White boards • Open-ended questions • Group/pair activities • Exit cards 	Summative Assessments <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations • Solve mathematical problems written in the target language • Create dialogue that compares quantities, sizes, distances, and prices 	Technology Integration <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games
---	--	--

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- Number Reference Chart
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

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

Computers

Websites

Whiteboards

SMART Board

Sing, Dance, Laugh & Eat Tacos audio

Teacher created activities

(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice

<http://getkahoot.com>

Practice quizzes

WORLD LANGUAGE CURRICULUM

Unit 6.3 Overview

Content Area: World Languages

Unit Title: Calendar (Unit 6.3)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore seasons, weather, days, weeks, and months. Throughout the unit students will use the target language terms for the days of the week, and months of the year, as well as, form the date appropriately.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies; Science.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: 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.

21st century themes: Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness at a global level and encouraging curiosity of other cultures and people provides students with a diverse foundation that better prepares them for the interconnected world we coexist in. By grounding them with cultural awareness and the guidance to formulate their own conclusions, students are using higher level thinking skills and deepening their intellectual abilities.

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Observation about reverse seasons and how it alters the school year in other countries.
- Celebration of our “winter holidays” in the summer due to reverse seasons.
- Differences between the target language calendar and the United States calendar (Days of the week).

CPI #

Cumulative Progress Indicator (CPI)

Interpretive 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.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.
Interpersonal Mode	
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.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.
Unit Essential Questions <ul style="list-style-type: none"> • How does writing the date in the target language differ from the USA? • What are the differences between seasons (reverse seasons) in target language countries and how they affect the layout of the school year? • How do holidays compare and contrast in the USA and target language countries? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Vocabulary words related to seasons, weather, days, and months. • Understanding the differences in the format of writing the date in the target language. • Differences between English and target language spelling of the months of the year.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Recognize gestures related to the seasons and weather. • Imitate gestures and intonation of weather and seasons vocabulary words. • Ask and respond to simple questions about weather, months and days. • Name holidays from target language cultures. 	
Evidence of Learning	

Formative Assessments <ul style="list-style-type: none"> • Role play/Skit • Teacher observation • Do-Now • Thumbs up/down • White boards • Open-ended questions • Group/pair activities • Exit cards 	Summative Assessments <ul style="list-style-type: none"> • Projects • Quizzes • Oral Presentations • Weather Forecast Presentation • Create a Calendar 	Technology Integration <ul style="list-style-type: none"> • SMART Board activities • Online quizzes • Kahoot games • Use internet resources to compare and contrast weather in the USA to target language cultures.
---	--	--

Modifications (ELLs, Special Education, Gifted and Talented)

- White boards
- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Shorten or simplify directions
- Alternative assessment
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

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

Computers

Websites

Whiteboards

SMART Board

Teacher created activities

(handouts, projects, etc.)

District selected textbook

Teacher Notes:

<http://www.wordreference.com>

Reputable translation website

<http://www.quia.com>

Practice quizzes and vocabulary reinforcement

<http://www.quizlet.com>

Quiz generator and practice <http://www.quia.com/>

<http://getkahoot.com>

Practice quizzes

Unit 6.4 Overview

Content Area: World Languages

Unit Title: Classroom Environment (Unit 6.4)

Target Course/Grade Level: Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

In this unit, students will explore the concepts of daily life in school both in the USA and in a variety of target language countries. Students will communicate verbally using vocabulary related to the school objects, schoolrooms, school personnel, school subjects, schedules, and other daily activities. They will make comparisons between their own typical schedules and those of other students around the globe. Furthermore, students will focus on verbs related to those themes and begin to conjugate them according to the appropriate subject pronouns.

Primary interdisciplinary connections: Language Arts; Mathematics; Social Studies.

For more information, see <http://www.state.nj.us/education/cccs/>

College and Career Readiness: 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.

21st century themes: Global Awareness; Literacy; Life skills.

For more information, see <http://www.state.nj.us/education/aps/cccs/career/>

Unit Rationale Developing awareness of how schools are conducted in other countries and comparing the similarities and differences provides students with a window into the cultural realm of the target language they are learning. Students become exposed to the idea that not the entire world conforms to the same practices and perspectives as that of their own and thus they expand their minds to build tolerance and accept diversity. By grounding students with the awareness of student-life abroad, they begin to formulate a fundamental understanding of the cultures they are studying, which thus deepens their language practice.

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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.

Sources: *NJ Core Curriculum Content Standards for World Languages*: <http://www.state.nj.us/education/cccs/2014/wl/>

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode, **C** – Presentational Mode

Related Cultural Content Statements

- Focus on recess in target language schools.
- Difference in schedules in target language schools.
- Importance of lunch and siesta in other countries.

CPI # **Cumulative Progress Indicator (CPI)**

Interpretive 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.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.		
Interpersonal Mode			
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.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.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> Unit Essential Questions <ul style="list-style-type: none"> ● What is a classroom used for? ● Who does one find in a classroom? ● Why are classrooms important? ● What are some of the differences between your school schedule and those typical in many target language countries? ● Are the subjects taught here the same as those taught in other countries? ● What are subject pronouns? ● How are verbs conjugated in target language? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> ● Education is important in every culture. ● Subjects taught in USA and in target language countries. ● School schedules (similarities and differences). ● The purpose and use of subject pronouns. ● Basic understanding of how to conjugate AR verbs. ● The importance of education remains high in other cultures but the means to attain them is not equal. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ● What is a classroom used for? ● Who does one find in a classroom? ● Why are classrooms important? ● What are some of the differences between your school schedule and those typical in many target language countries? ● Are the subjects taught here the same as those taught in other countries? ● What are subject pronouns? ● How are verbs conjugated in target language? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Education is important in every culture. ● Subjects taught in USA and in target language countries. ● School schedules (similarities and differences). ● The purpose and use of subject pronouns. ● Basic understanding of how to conjugate AR verbs. ● The importance of education remains high in other cultures but the means to attain them is not equal.
Unit Essential Questions <ul style="list-style-type: none"> ● What is a classroom used for? ● Who does one find in a classroom? ● Why are classrooms important? ● What are some of the differences between your school schedule and those typical in many target language countries? ● Are the subjects taught here the same as those taught in other countries? ● What are subject pronouns? ● How are verbs conjugated in target language? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Education is important in every culture. ● Subjects taught in USA and in target language countries. ● School schedules (similarities and differences). ● The purpose and use of subject pronouns. ● Basic understanding of how to conjugate AR verbs. ● The importance of education remains high in other cultures but the means to attain them is not equal. 		
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Recognize spoken or written vocabulary words related to school objects, subjects, schedule, and activities. ● Demonstrate comprehension of simple directions in target language in order to appropriately conjugate verbs in the present tense. ● Identify familiar places and objects from other countries related to the school environment. ● Ask and respond to questions about their individual school schedules. ● Exchange information orally about popular daily activities in target language countries. ● Copy and write school vocabulary words. 			

- Present information to the class about school life in a particular target language country.
- Name and label tangible school items within the classroom.

Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Role play/Skit ● Teacher observation ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Design weekly schedule ● Presentation on school life in target language culture. 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Use internet resources to compare and contrast schools in the USA to target language cultures.
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com 		
<p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <p>Computers</p> <p>Websites</p> <p>Whiteboards</p> <p>SMART Board</p> <p>Teacher created activities (handouts, projects, etc.)</p> <p>District selected textbook</p>		
<p>Teacher Notes:</p> <p>http://www.wordreference.com Reputable translation website</p> <p>http://www.quia.com Practice quizzes and vocabulary reinforcement</p> <p>http://www.quizlet.com Quiz generator and practice http://www.quia.com/</p>		

<http://getkahoot.com>

Practice quizzes