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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM** | | | | | | | | |
| **Content Area: World Language** | | | | | | | | |
| **Course Title: World Language** | | | | | | **Grade Level: 4** | | |
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|  | **Unit 1 – Expressions** | | |  | **Ongoing** | | |  |
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|  | **Unit 2 – In the Classroom** | | |  | **Ongoing** | | |  |
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|  | **Unit 3 – Calendar** | |  | | **Ongoing** | |  | |
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|  | **Unit 4 – Weather** | | |  | **Ongoing** | | |  |
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|  | **Unit 5 – Our Family** | | |  | **Ongoing** | | |  |
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|  | **Unit 6 – In the School** | | |  | **Ongoing** | | |  |
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|  | **Unit 7 – In the School** | | |  | **Ongoing** | | |  |
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| **Date Created: 07/11/2012** | | | | | | | | |
| **Board Approved on:** | | **9/19/12** | | | | | | |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 1 (Expressions) Overview** | | |
| **Content Area: World Language** | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage  in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their  own, and participate in home and global communities. | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:** Students will 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.  **Primary interdisciplinary connections:** Social Studies, Culture, Art, and Drama  **21st century themes:** Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | |
| **Learning Targets** | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to  engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and  culture studied with their own, and participate in home and global communities. | | |
| **Number** | **Standard for Mastery** | |
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| **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. | |

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| 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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | |
| **Unit Essential Questions**   * 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**  *Students will understand that…* The learner will be able to meet, discuss feelings, and bid farewell to others. |
| **Unit Objectives** *Students will know… Interpersonal*   * Greet and introduce themselves to others * Recognize correct leave-taking phrases * Inquire and respond to how others are feeling   *Interpretative*  *Students will listen to information about*   * Expression of appropriate greetings * Introductions and leave-takings * Asking and responding to how someone feels   *Presentational*   * Present information about various feelings and appropriate greetings and leave-takings | | **Unit Objectives**  *Students will be able to…*   * Give appropriate verbal answers in target language. |

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| **Evidence of Learning** | | | | |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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. * Differentiation [http://daretodifferentiate.wikispaces.com/file/view/Differentiation-](http://daretodifferentiate.wikispaces.com/file/view/Differentiation-low%26high%2Bprep%2Bways.doc) [low%26high+prep+ways.doc](http://daretodifferentiate.wikispaces.com/file/view/Differentiation-low%26high%2Bprep%2Bways.doc) * Collaborate with ESL department to make necessary modifications for ELL students. | | |  |
|  | The “FLEXIBLE” Acronym Feasible  Lively  Eliminated Explicit Intentional Beneficial Limelight Evaluated | |  |  |
|  | Figure 1  The FLEXIBLE Principle:  Questions to Ask Before Selecting Potential Adaptations | |  |  |
|  | 1. *Feasible:* Successful adaptations must be feasible for classroom teachers to implement. | * When can I fit the adaptation into the daily schedule? * What human and/or material resources do I have to implement the adaptation? * What human and/or material resources do I need to implement the adaptation? |  |  |

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|  | 1. *Lively:* Successful adaptations   must be lively, engaging, and/or fun.   1. *Eliminated:* Successful adaptations must be developed with the goal of working toward independence with a gradual fading and eventual elimination of the adaptation. 2. *Explicit:* Successful adaptations must have a definite purpose – a purpose that is made explicit to students, other professionals in the classroom, parents, and if necessary, the student’s peers. 3. *Intentional:* Successful adaptations should be part of a comprehensive plan for the student with disabilities. 4. *Beneficial:* Successful adaptations should benefit the student with disabilities and either enhance or at least not detract from the learning of other students in the classroom. 5. *Limelight:* Successful adaptations do not place undue attention of the student with disabilities or put the student in a potentially embarrassing situation. 6. *Evaluate:* Successful adaptations are evaluated on an ongoing basis. | * How can I use the adaptation to promote active learning? * How can I plan this adaptation to be interesting and fun? * What strategies can I use to motivate the student(s) so that I can continue to use this adaptation over a period of time? * What steps are needed to fade the adaptation over a period of time? * What additional instruction do I need to provide to work toward the eventual elimination of the adaptation? * What is the intent or purpose of this adaptation? * How will I communicate the purpose of the adaptation to the student? * What other people need to know about the adaptation (e.g., parents, other professionals, other students)? * How does this adaptation fit with goals on the student’s IEP? * How does this adaptation fit with goals and objectives set by district and/or state guidelines? * How does the adaptation benefit the student with disabilities? * Can other students benefit from the adaptation as well? * How can I implement the adaptation so that it enhances and does not detract from the learning of other students in the classroom? * How and when can I implement the adaptation so that it does not put the student with disabilities in an unfavorable position? * How effective is the adaptation in promoting learning for the student? * What impact does the adaptation have on the social adjustment of the student? * What does the student like and dislike about the adaptation? |  |

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|  |  | * What do I need to change about the adaptation? * Is the student ready to take on a higher level of independence? |  |  |
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| **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](http://www.enchantedlearning.com/) * Student created flashcards * Student created target language/English dictionaries | | | | |
| **Teacher Notes:**   * *Key greetings:* * Hello * Good morning * Good afternoon * What is your name? * My name is … * *Key farewells:* * Goodbye * Good night * *Key feelings:* * Fine * Thank you * You’re welcome * Not so well * Ok/so so   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.](http://classroomtech.org/integration/50ways.pdf)

***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
3. Compare and contrast any two (or more) things using a Venn diagram
4. 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
5. Use a table to generate timelines for projects or to record historical events
6. 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

1. Document progress for a unit or an activity in your class
2. Take a survey and chart the results
3. 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
4. Do a "reality check" for a "dream car" or "dream house" by calculating payments with varied interest rates
5. Strategize for a fund-raiser by working with supply, demand, and price 16.Build a class "contact list" for homework help and information sharing
6. Keep an updated inventory of class materials and resources
7. Measure and record data to show cumulative results—"Hands Across the Class" or a "Dance-a-Thon"

### Internet

1. Go on an Internet Scavenger Hunt
2. Explore places you could never visit through streaming video
3. 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

1. Contribute to a research team—student data contributions and tracking are used for many projects
2. Research what happened the day you were born
3. 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
4. Become a "Jason Project" member
5. Follow the Iditarod

### Email

1. 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
2. Contact your Congressional Representative, Senators, or state officials with your concerns or questions
3. 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

1. Make a digital "memory book" for the year

### Digital Camera

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

### Digital Video

1. Document processes for use and review—lab equipment and procedures
2. 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

1. Design a web page or site to direct students’ learning activities in a class or for a project
2. 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
3. Use web page creation software to create a portfolio on a CD-ROM

### Videoconferencing

1. Converse and collaborate with another class on a project
2. 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>

1. 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>

1. 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…

1. 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.

1. 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.)

1. 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
2. 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

1. Summary

Paragraph What was learned today – be specific with examples!

1. Explain a Procedure

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

1. 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.

1. Cliff Notes, Jr.

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

1. 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)

1. 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

1. 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.

1. Choose from the Daily Dozen

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

1. 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!

1. Thumbs Up /Thumbs down

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

1. Quick doodles

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

1. Key Ideas

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

1. “What am I?”

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

1. 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>

1. Be Alex Trebek

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

1. 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.

1. The Five W’s

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

1. 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.

1. Postcard

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

1. Pros and Cons

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

1. So What’s Up With ….?

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

1. Quiz Master

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

Why…?

1. Journal Entry Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples.)
2. I Care Why? Students explain relevancy of the concept to their life or how they might use it.
3. It Fits Where?

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

1. 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.

1. 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.

1. We Learned What?

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

1. We’re Going Where?

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

1. It Looks Like This

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

1. Sell It To Us

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

1. Commercial

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

1. 4 box synectics

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

Resources used [www.eduref.org/Virtual/**Lesson**s/Guide.shtml](http://www.eduref.org/Virtual/Lessons/Guide.shtml) Educators Reference Desk, How to write a lesson Plan

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

Thinkfinity resources.

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

*Suggested Activities*

* *Oral Presentations/Role Play* – Students act out meetings using scenarios generated by the teacher; Interview a guest star (TV personality/sports figure); Interpret and/or translate conversations using puppets
* *Project* – Students will create and present a comic strip illustrating greetings, expression of feelings, and farewells.
  + *Activity pages*: “Greetings”
  + *Games*: Round Robin, Pantomimes (students mime different feelings and fellow students interpret his/her feelings)/Charades

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 2 (In the Classroom) Overview** | | |
| **Content Area: World Language** | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their own,  and participate in home and global communities. | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:**  Throughout this unit, students will be exposed to the target language terms for the various objects that they use in the  classroom daily.  **Primary interdisciplinary connections:** Culture, ELA, and Social Studies | | |
| **21st century themes:** Global awareness, communication and collaboration, information literacy, creativity  & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | |
| **Learning Targets** | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to  engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Number** | **Standard for Mastery** | |
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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). | |

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| 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.1 | Use digital tools to exchange basic information at the word and memorized-phrase  level related to self and targeted themes. |
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| 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.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**   * What are the objects in our classroom? * What is …? * How do you say …? | **Unit Enduring Understandings**  *Students will understand that…*   * The learner will be able to identify the common objects students use in their daily learning. |
| **Unit Objectives** *Students will know… Interpersonal*   * Discuss vocabulary pertaining to   classroom objects   * Ask and respond to questions about people and objects   *Interpretative*  *Students will apply concepts in order to*   * Articulate target language terms for vocabulary used in the classroom * Label objects in classroom   *Presentational*   * Present information about various classroom objects and commands | **Unit Objectives**  *Students will be able to…*   * Give appropriate verbal answers in target language. |

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| **Evidence of Learning** |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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. |

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| **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](http://www.enchantedlearning.com/) * Student created flashcards * Student created target language/English dictionaries |
| **Teacher Notes:**   * *Key classroom objects* * *Key commands Suggested Activities* * *Oral Presentations/Role Play –* Teacher models/students repeat (chorally/individually), * *Projects* – Students will create and present a classroom floor plan; Student-made labels for objects in classroom (display) * *Games* – Classroom Detective/ Seek and Find, Classroom BINGO |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 3 (Calendar) Overview** | | | |
| **Content Area: World Language** | | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their own,  and participate in home and global communities. | | | |
| **Strand**: Novice-Mid K-5 | | | |
| **Summary:** Throughout this unit, students will be exposed to the Spanish terms for colors, 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. | | | |
| **Primary interdisciplinary connections:** Social Studies, ELA, Culture, and Math | | | |
| **21st century themes:**  Global awareness, communication and collaboration, information literacy, creativity  & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | | |
| **Learning Targets** | | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present  information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and  culture studied with their own, and participate in home and global communities. | | | |
| **Number** | **Standard for Mastery** | | |
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| **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.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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | | |
| **Unit Essential Questions**   * What day is today? Yesterday? Tomorrow? * What is your birth month? * Can you recite the numbers 1-100? * What are the primary colors in English and target language? | | **Unit Enduring Understandings**  *Students will understand that…*   * The learner will understand that the target language calendar is formed differently (i.e. begins with Monday, days and months are not capitalized, date   is reversed).   * Identify colors * The learner will use the target language for their birth month. * The learner will use the target language for reciting numbers 1- 100. * The learner will use the target language in the discussion of today, tomorrow, and yesterday. | |
| **Unit Objectives** *Students will know… Interpersonal*   * Discuss vocabulary pertaining to the   calendar and colors   * Ask questions about colors, days, months, and formation of dates. *Interpretative*   *Students will apply concepts in order to*   * Distinguish their date of birth * Label and read classroom calendar   *Presentational*   * Present information learned about the target language calendar (student created calendar) | | **Unit Objectives**  *Students will be able to…*   * Give appropriate verbal answers in target language. | |

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| **Evidence of Learning** |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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](http://www.enchantedlearning.com/) * Student created flashcards and posters * Student created target language/English dictionaries |
| **Teacher Notes:**   * *Days of the week* * *Months of the year* * *Colors*   *Suggested Activities*   * *Oral Presentation/Role Play* – Teacher models/students repeat (chorally/individually); students line up by birthday and say aloud; students tell their birthday, favorite month, and when holidays fall * *Projects* – Students will create and present a calendar for their birthday month. They must include the month, days of the week, dates, and any important events happening within the month; show sequence of events throughout the week by illustrating the various activities they have on each   day; form color wheel   * *Games* – Number BINGO, Number Race, simple math problems, dial phone numbers, 100th Day celebration, Color BINGO, Color Memory, Total Physical Response (TPR) – “Stand up if you’re wearing…” |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 4 (Weather) Overview** | | |
| **Content Area: World Language** | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:**  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 target language celebrations that occur throughout the year.  **Primary interdisciplinary connections:** ELA, Culture, Social Studies, and Science | | |
| **21st century themes:** Global awareness, communication and collaboration, information literacy, creativity  & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | |
| **Learning Targets** | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to  engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Number** | **Standard for Mastery** | |
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| **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. | |

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|  | **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.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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | |
| **Unit Essential Questions**   * 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 target language celebrations   and our celebrations? | | **Unit Enduring Understandings**  *Students will understand that…*   * The learner will be able to describe the weather.  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.   * The learner will be able to discuss the similarities and differences between the target language celebrations and our celebrations. |

**Unit Objectives** *Students will know… Interpersonal*

* Discuss vocabulary relating to the

weather, seasons, clothing, and cultural

celebrations

* Ask questions about weather and seasonal vocabulary, including cultural holidays

*Interpretative*

*Students will apply concepts in order to*

* Identify daily weather conditions
* Infer what the weather is like in various months and seasons
* Categorize clothing into the appropriate seasons

*Presentational*

* Present information learned about the colors, weather, seasons, clothing, and cultural celebrations

## Unit Objectives

*Students will be able to…*

* Give appropriate verbal answers in target language.

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| **Evidence of Learning** |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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
  + Visuals
  + Teacher created resources
  + [www.enchantedlearning.com](http://www.enchantedlearning.com/)
  + Student created flashcards and posters
  + Student created target language/English dictionaries

## Teacher Notes:

* + *The Seasons*
  + *The Weather*

*Suggested Activities*

* + *Oral Presentations/Role Play* – Teacher models/students repeat (chorally/individually); students tell what the weather is like throughout various months and seasons
  + *Projects* – Students will create and present a weather display, illustrating the type of weather that has occurred each day of the present week; Seasonal Fashion Show; Pinwheel; Create sample outfits to match the corresponding weather conditions/seasons
  + *Activity* – Venn Diagram for comparison of holidays
  + *Games* – Weather BINGO, Crossword Puzzle, Weather Memory (match weather and clothing/seasons), Crossword Puzzles

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 5 (Our Family) Overview** | | | |
| **Content Area: World Language** | | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | | |
| **Strand**: Novice-Mid K-5 | | | |
| **Summary:**  Throughout this unit, students will be exposed to the target language terms used to describe family members,  animals, food, rooms in the house, and telephone | | | |
| **Primary interdisciplinary connections:** Science, Social Studies, Culture, and ELA | | | |
| **21st century themes:**  Global awareness, communication and collaboration, information literacy, creativity  & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | | |
| **Learning Targets** | | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.  Through language study, they will make connections with other content areas, compare the language and  culture studied with their own, and participate in home and global communities. | | | |
| **Number** | **Standard for Mastery** | | |
|  |  | | |
| **Number** | **Standard for Introduction** | | |
|  | **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.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.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.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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | | |
| **Unit Essential Questions** What animals would you see in the farm, zoo and house? (habitat)  * How many of each family member do you have? * What is your favorite food and drink? * What does your home look like? * What is your phone number? | | **Unit Enduring Understandings**  *Students will understand that…* The learner will be able to describe animals and their characteristics.  * The learner will be able to identify the   target language terms for the members of their family.   * The learner will be able to describe the foods and drinks they like and dislike. * The learner will be able to describe their house, including the rooms and   furniture.   * The learner will be able to recite their phone number in target language. | |
| **Unit Objectives** *Students will know… Interpersonal*   * Orally express vocabulary relating to   animals, family members, foods, and the  home.   * Ask questions about family members   *Interpretative*  *Students will apply concepts in order to*   * Identify which rooms students are discussing by listening to the characteristics * Recall animals by their characteristics   *Presentational*   * Present information learned about family, the home, animals, and foods. | | **Unit Objectives**  *Students will be able to…*   * Give appropriate verbal answers in target language. | |

## Formative Assessments

* + Entry/Exit Ticket
  + Teacher Observations
  + Participation
  + Oral Presentations

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| **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 * Visuals * Teacher created resources * [www.enchantedlearning.com](http://www.enchantedlearning.com/) * Student created flashcards and posters * Student created target language/English dictionaries |
| **Teacher Notes:**   * *The Family* * *The Animals* * *Food*   *Suggested Activities*   * *Oral Presentations/Role Play and Projects* * *Activity pages* * *Games* –Crossword Puzzle, “Around the World”, Family BINGO, Charades (students pantomime animals/sounds and identify them in target language), Animal Memory |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 6 (Our Community) Overview** | | |
| **Content Area: World Language** | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their own,  and participate in home and global communities. | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary** Throughout this unit, students will be exposed to the target language terms used to describe the various  aspects of their community, including means of transportation, traffic related expressions, destinations in the city, and sports.  **Primary interdisciplinary connections:** Social Studies, Culture, and ELA | | |
| **21st century themes:**  Global awareness, communication and collaboration, information literacy, creativity & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | |
| **Learning Targets** | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to  engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Number** | **Standard for Mastery** | |
|  |  | |
| **Number** | **Standard for Introduction** | |
|  | **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.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.1 | Use digital tools to exchange basic information at the word and memorized-phrase  level related to self and targeted themes. | |

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| 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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | |
| **Unit Essential Questions** What are some places in your community?  * What sources of transportation do you use to travel from place to place? * What is your favorite sport? * Where are you going and how are you getting there? | | **Unit Enduring Understandings**  *Students will understand that…* The learner will be able to identify places in the community and different modes of transportation.  * The learner will be able to discuss names for sports. * The learner will be able to articulate common traffic related expressions. |
| **Unit Objectives** *Students will know… Interpersonal*   * Discuss vocabulary relating to   transportation, destinations, traffic, and sports.   * Ask questions about where people have traveled and how they got there. * Question classmates about what sports they like to play.   *Interpretative*  *Students will apply concepts in order to*   * Identify local destinations within their community * Infer which types of transportation would be used to travel to various locations *Presentational* * Present information learned about transportation, destinations, traffic, and sports | | **Unit Objectives**  *Students will be able to…*   * Give appropriate answers in the target language. |

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| **Evidence of Learning** |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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 * Visuals * Teacher created resources * [www.enchantedlearning.com](http://www.enchantedlearning.com/) * Student created flashcards and posters * Student created target language/English dictionaries |
| **Teacher Notes:**   * *In the City* * *Transportation* * *Sports*   *Suggested Activities*   * *Oral Presentations/ Role Play* – Students will have a mini dialogue using traffic related expressions; total physical response (TPR) – act out a class trip; teacher models/students repeat (chorally/individually) * *Projects* – Students will create and present a poster of a city block; bar graph of student preferences of sports and activities * *Activity pages* * *Games* – Pantomime with traffic light commands, Sports Memory, Transportation BINGO |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 7 (In the School) Overview** | | |
| **Content Area: World Language** | | **Grade: 4** |
| **Standard: 7.1 World Languages** All students will be able to use a world language in addition to English to engage in  meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language  study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:**  Throughout this unit, students will be exposed to the target language terms used to describe the rooms and  personnel working within a school building.  **Primary interdisciplinary connections:** Social Studies, Culture, and ELA | | |
| **21st century themes:**  Global awareness, communication and collaboration, information literacy, creativity & innovation, life & career skills  **8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | |
| **Learning Targets** | | |
| **Content Standards 7.1 World Languages** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present  information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and  culture studied with their own, and participate in home and global communities. | | |
| **Number** | **Standard for Mastery** | |
|  |  | |
| **Number** | **Standard for Introduction** | |
|  | **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.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. | |

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|  | **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.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 multimediarich  presentation on targeted themes to be shared virtually with a target language audience. | |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. | |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials  orally or in writing. | |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target  culture(s). | |
| **Unit Essential Questions** What are some of the rooms within your school?  * What is your favorite room? * Who helps you throughout the day? | | **Unit Enduring Understandings**  *Students will understand that…* The learner will be able to identify the various rooms within a school building, as well as, their favorite room.  * The learner will be able to identify the names for the personnel   working within a school building. |
| **Unit Objectives** *Students will know… Interpersonal*   * 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. *Interpretative*   *Students will apply concepts in order to*   * Identify school personnel by listening to a description of their daily job requirements * Link the current school personnel to their corresponding target language term. *Presentational* * Present information learned about school rooms and personnel. | | **Unit Objectives**  *Students will be able to…*   * Give appropriate verbal answers in target language. |

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| **Evidence of Learning** |
| **Formative Assessments**   * Entry/Exit Ticket * Teacher Observations * Participation * 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 * Visuals * Teacher created resources * [www.enchantedlearning.com](http://www.enchantedlearning.com/) * Student created flashcards and posters * Student created target language/English dictionaries |

## Teacher Notes:

* *People in the School*
* *Parts of the School*

*Suggested Activities*

* *Oral Presentations/Role Play* – Students will have a mini dialogue pretending to be a teacher or other school personnel of their choice; Total Physical Response (TPR) – act out the responsibilities of a specific role in the school
* *Projects* – Students will create and present a poster of the rooms in the school in target language; match teachers and other school personnel with their role in the school building
* *Activity pages*
* *Games* –School Scavenger Hunt, Flashcard Games, School Memory, School BINGO