

Lavallette Elementary School	K-8 Curriculum
Content Area: World Language Course Title: World Language	Grade Level: K-5
Unit Plan 1 Socialization	Marking Period 1 September - November
Unit Plan 2 School Life	Marking Period 2 November - January
Unit Plan 3 Calendar & Weather	Marking Period 3 January - April
Unit Plan 4 Friends and Family	Marking Period 4 May - June
Updated: August 2018 by Sharon Carroll Aligned to the NJ Student Learning Standards	Board Approved: October 16, 2018

Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 1)
Content Area: World Languages
Unit Title: Socialization
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Third Grade
Unit Summary : Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Technology connections: 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.

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 - Strand C	
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).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are ways to greet and say farewell to someone? • How would you tell someone how you feel in the target language? • What products and practices are related to home and community that are shared across cultures? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there are many ways to communicate with someone.
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Use correct leave taking phrases • Ask and answer how one feels (their being/health). • Greet and introduce themselves to others. • Give appropriate verbal answers in the target language. • Greet others using formal and informal expressions • Use proper names titles (i.e. Mr, Mrs, Ms.) • Role play giving appropriate greetings, introductions and leave takings 	

<p>Lavallette Elementary WORLD LANGUAGE CURRICULUM (UNIT 2)</p>
<p>Content Area: World Language</p>
<p>Unit Title: School Life</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/Third Grade</p>
<p>Unit Summary: Students will identify classroom objects in the target language</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts</p> <p>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.</p>

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

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 – Strand C	
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 schools like in the countries of the target language? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Total Physical Response (TPR) commands related to the classroom (Stand up, sit down, Take out..., Put away..., etc.) • The structure of the school day,

	teacher-student relationships, and areas of study are different from country to country
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Unit Learning Targets (Objectives)

Students will ...

- Identify classroom objects verbally and written.
- Ask questions about people and objects.
- Understand and respond to commands and directions.
- Students will hold up an object and match to word.
- Give appropriate verbal answers in the target language.
- Apply singular definite articles to nouns
- Organize supplies to subject areas
- Demonstrate comprehension of commands using flashcards or tangible objects

**Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 3)**

Content Area: World Languages

Unit Title: Calendar & Weather

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

Unit Summary : Students will identify the days of the week, months, numbers to 50, and answer age related expressions. Students will compare and contrast cultural differences in writing date and celebrating birthdays. Students will identify seasons and give description of weather at that time of year. Students will give a description of the weather for that day.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

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

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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, 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 – Strand C

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 information can you get from a calendar?
- How do we use numbers?
- How are seasons and weather different in other target language countries?

Unit Enduring Understandings

- Students will understand that...*
- Days of the week, months of the year are not capitalized.
 - TL calendars begin the week with Monday.
 - The order of the date is reversed in TL
 - Seasons are opposite in the Southern Hemisphere Countries.
 - Weather will be different by region, temperature and precipitation.

Unit Learning Targets (Objectives)

Students will ...

- count orally up to 50.
- recite & write the months of the year, the days of the week and date.
- express their birthday in TL.
- identify the holidays in TL.
- discuss weather and seasons.
- ask and answer questions about numbers.
- answer questions related to the calendar and weather.
- play games involving numbers.
- match weather with appropriate clothing.
- Create a calendar of their favorite month using TL.
- Match seasons with countries.
- Give the average temperature in given country using technology.
- Solve age appropriate math facts.

Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 4)

Unit Summary: This unit will expand vocabulary for family members and their relationships, friends and common animals.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B

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 readings, 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 – Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How does the family structure differ from culture to culture? What is the relationship between the family members? What is the role of the pet? </td> <td> Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Family structures may consist of more than the immediate family. The role of the pet varies from country to country. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How does the family structure differ from culture to culture? What is the relationship between the family members? What is the role of the pet? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Family structures may consist of more than the immediate family. The role of the pet varies from country to country.
Unit Essential Questions <ul style="list-style-type: none"> How does the family structure differ from culture to culture? What is the relationship between the family members? What is the role of the pet? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Family structures may consist of more than the immediate family. The role of the pet varies from country to country. 		
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> use vocabulary to identify family members, and animals. give appropriate verbal answers in the target language. answer questions about family members, and animals. role-play and perform a skit using vocabulary words 			

Content Area: World Languages

Unit Title: Socialization

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

Unit 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: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Technology connections: 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.

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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.
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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 - Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> • How do the customs surrounding greetings give us insight into a particular culture? • How are cultural differences reflected in your current lifestyle? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Customs concerning greetings and leave-takings vary from country to country. • Gestures and body language are an important element of communication
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Greet and introduce themselves to others • Recognize correct leave-taking phrases • Inquire and respond to one another • Express appropriate greetings 	

Lavallette Elementary WORLD LANGUAGE CURRICULUM (UNIT 2)
Content Area: World Language
Unit Title: School Life
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Fourth Grade

Unit Summary: Throughout this unit, students will communicate using vocabulary related to the school objects, school rooms, personnel, subjects, schedules, and other daily activities.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

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Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
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 readings, 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 – Strand C	
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).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do school customs vary from culture to culture? • How do cultural differences impact your education? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Education is important in every culture. • School schedules (similarities and differences)
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify and locate classroom objects • Identify school personnel and school rooms • Ask and respond to questions about school life • Respond to classroom commands 	

<p>Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 3)</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Calendar & Weather</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/Fourth Grade</p>
<p>Unit Summary : Throughout this unit, students will be exposed to the days of the week, months of the year, holidays, numbers, weather phrases, and clothing.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts</p> <p>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.</p>

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

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

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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, 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 – Strand C

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 cultural insights are gained by studying the holidays and traditions of other countries/cultures?
- How does weather and clothing vary from culture to culture?
- How does weather affect your daily activities?

Unit Enduring Understandings

Students will understand that...

- The learner will understand that the target language calendar is formed differently.
- Each culture/country has their own unique customs, holidays and traditions.
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Unit Learning Targets (Objectives)

Students will ...

- State the date
- Describe the weather in target language countries
- Identify clothing

- Compare and contrast traditions and holidays celebrated in different countries

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 4)

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the role of a pet? ● Why is family important? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The family unit varies across cultures. ● The role of a pet may vary across cultures. ● Relationships between family members vary across cultures.
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Unit Learning Targets (Objectives)

Students will ...

- Identify family members and pets.
- Describe family members and pets.
- Compare and contrast family structure in different countries.

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 1)

Content Area: World Languages

Unit Title: Socialization

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

Unit Summary : Students will utilize various common greetings, farewells, introductions, as well as expressions of courtesy and feelings and interact with others in the target language.

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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, Communication and Collaboration, Creativity and Innovation

Technology connections: 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.

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 - Strand C	
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).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the customs surrounding greetings give us insight into a particular culture? • How are cultural differences reflected in your current lifestyle? • How does culture affect our choices of social activities? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Customs concerning greetings and leave-takings vary from country to country. • Gestures and body language and an important element of communication. • Social activities vary from culture to culture.
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Greet and introduce themselves to others • Recognize correct leave-taking phrases • Inquire and respond to one another • Converse about their social activities 	

<p>Lavallette Elementary WORLD LANGUAGE CURRICULUM (UNIT 2)</p>
<p>Content Area: World Language</p>
<p>Unit Title: School Life</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/Fifth Grade</p>
<p>Unit Summary: Throughout this unit, students will discuss their preferences using vocabulary related to the school objects, school rooms, personnel, subjects, schedules, and other daily activities.</p>

Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts

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

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 – Strand C	
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).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do school customs vary from culture to culture? • How do cultural differences impact your education? • What impact does learning another language have on other areas of study? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Education is important in every culture. • School schedules (similarities and differences) • Interdisciplinary connections are important
<p>Unit Learning Targets (Objectives) <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify and locate classroom objects • Identify school personnel and school rooms • Ask and respond to questions about school life • Respond to classroom commands • Compare and contrast their school experience 	

<p>Lavallette School WORLD LANGUAGE CURRICULUM (UNIT 3)</p>
<p>Content Area: World Languages</p>
<p>Unit Title: Calendar & Weather</p>
<p>Target Course/Grade Level: Novice-Mid (NM) Language Learner/Fifth Grade</p>
<p>Unit Summary : Throughout this unit, students will utilize the unit vocabulary to state the date, describe the weather, recognize numbers 0-100, discuss holidays and describe clothing</p>
<p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts</p>
<p>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.</p>

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

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

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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, 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 – Strand C

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 cultural insights are gained by studying the holidays and traditions of other countries/cultures?
- How does weather and clothing vary from culture to culture?
- How does weather affect your daily activities?

Unit Enduring Understandings

Students will understand that...

- The learner will understand that the target language calendar is formed differently.
- Each culture/country has their own unique customs, holidays and traditions.
- Weather and customs impact clothing choices.

Unit Learning Targets (Objectives)

Students will ...

- State the date
- Identify numbers 0-100
- Describe the weather in target language countries
- Describe clothing
- Compare and contrast traditions and holidays celebrated in different countries

Lavallette School
WORLD LANGUAGE CURRICULUM
(UNIT 4)

21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation

Learning Targets

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.

Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

CPI #	Cumulative Progress Indicator (CPI)
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Interpretive Mode – Strand A

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 – Strand B	
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 readings, 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 – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the role of a pet? ● Why is family important? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● The family unit varies across cultures. ● The role of a pet may vary across cultures. ● Relationships between family members vary across cultures.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● Identify family members and pets. ● Describe the personality traits and physical attributes of family member, friends and pets. ● Compare and contrast family structure in different countries. 		

Evidence of Learning		
Formative Assessments <ul style="list-style-type: none"> ● Role Play/Skit ● Teacher Observation ● Do-Now ● Thumbs up/down ● Scale response ● Group/pair activities 	Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Essays ● Portfolio ● Oral Presentations ● Benchmark Tests 	Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Ipad applications ● Google Applications

Modifications (ELLs, Special Education, Gifted and Talented)

- TPR
- Flexible/cooperative grouping
- Graphic organizers
- Games
- Flashcards
- Rubrics
- Simplified directions
- Alternative assessments
- Modifications according to IEP and 504s
- Integrate a variety of activities to meet multiple intelligences

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

- Computers
- Websites
- SMART Board
- Textbooks where available
- Teacher created activities