

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT

WORLD LANGUAGE - ELEMENTARY

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Course Philosophy

All students are capable of learning a second language to the same degree that they know and are able to use their first language. Therefore, World Language study must be equitably accessible for all students. The main goal for modern world language education is to help students develop the proficiency necessary to communicate with speakers of another language in culturally appropriate ways. World language study is an integral part of the core curriculum so that all students can enhance their ability to function successfully in a global society by developing linguistic proficiency and intercultural competence in a second language.

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction should begin in the elementary grades and continue with well-articulated sequences of instruction that continue uninterrupted through middle and high school right into the post-secondary level. Students acquire language when it is meaningful and interesting and when they can use it in a non-threatening environment. To become proficient in a second language, students need to use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Interdisciplinary learning connections are created when students are learning another language. Language learning equips students to interpret a variety of authentic live, print and technology-based texts and resources to access knowledge related to all content areas. World languages are a tool to provide content-based learning in reading, writing, mathematics, and all other subject areas. World language study also develops higher-order thinking skills, which enhances learning and achievement across content areas. Proficiency in at least one language other than English greatly enhances college and career readiness in a globally interconnected world.

Learning an additional language helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked. Through language learning, students can understand and appreciate other cultures' worldviews, unique ways of living and behavior patterns, as well as their contributions to humankind. By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture, and they are able to generalize about the components of culture. Students' openness for other cultures seems to be at an optimal level prior to the age of ten.

Course Description

Elementary World Language students will engage in weekly unit lessons that will focus on listening and speaking of the target language at the novice low to novice mid level. Target language is defined as the language taught and learned in a World Language classroom. With the exception of Kindergarten, all elementary grade levels will concentrate on one target language for the duration of the school year. Kindergarten however will participate in a quarterly rotation of languages offered within the Robbinsville School District - French, Spanish, Mandarin Chinese, and Italian.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Teacher Created Resources● Chromebooks● Google Classroom● Google Suite (Doc, Slides, etc.)● Online subscriptions to linguistic rich sites such as DuoLingo and Rockalingua● Youtube access to authentic stories, videos and music in target language● Authentic texts and audio	<ul style="list-style-type: none">● Anchor Charts in the Target Language● Headphones/Earbuds● External Mouse● Digital Management Tools (Ex. Hapara)● Art supplies (Construction Paper, Drawing Paper, Crayons, Markers, Scissors, Glue Sticks)

Integration of 21st Century Themes and Skills

Educational Technology

Standards:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen.
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problems or issues.
- 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.

Example: Students use graphic organizers to organize information and create stories with pictures, numbers and words using technology.

- **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Example: Students create stories using pictures taken with digital camera.

- **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Example: Students can share documents on the Google Suites provided to work collaboratively.

- **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Example: Students understand and model appropriate behaviors online when visiting school and age appropriate sites in the target language.

- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

Example: Students can create electronic storybooks using culturally appropriate materials found online.

Career Ready Practices

Standards:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: Students will draw on the many available resources provided to attempt to problem solve real world issues that affect children their age in target language speaking countries. Examples include comparing schools in other countries to our own in the US.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will practice learned words/phrases to interact at a novice low to mid level with their peers and teacher in the target language.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will explore the possibilities in problem solving using authentic resources in the target language.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Students will explore the possibilities in problem solving using authentic resources in the target language.

CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Example: Students will reflect regularly on their personal progress in the usage of the target language while setting goals for future success.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students will use chromebooks to research and learn about cultures associated with the target language. Examples include virtual field trips.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether

formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students will work in groups to engage students in communicative activities and practice of the target language.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

ENGLISH LANGUAGE ARTS

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Example: Students listen to authentic stories in the target language and answer simple comprehension questions. Using graphic organizers students can identify characters and events described to them in the target language. Using methods such as think/pair/share students discuss what they comprehend from a reading in the target language. Students create picture dictionaries of target vocabulary to create a direct connection to the target language without the use of their primary language.

RL.1.1. Ask and answer questions about key details in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Example: Students discuss understanding of authentic stories adding details to enhance comprehension.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Example: Students utilize information from illustrations, diagrams or images from informational text to explain how illustrations, diagrams or images clarify the text. Decoding skills are reinforced by looking for cognates in the target and primary language.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Example: Students use technology, cognates and circumlocution skills to retell stories using the target language.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Example: Students investigate topics to gather relevant information and organize it clearly and concisely in the target language.

MATH

K.CC.A.1. Count to 100 by ones and by tens.

K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Example: Students will learn number names and the count sequence in the target language.

1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Example: Students will use place value understanding and properties of operations to add and subtract in the target language.

2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: Students will learn how to tell time in the target language. Students will learn about the different monetary currencies used in countries associated with the target language.

3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Example: Students will read and interpret data from visual graphs and short novice level readings in the target language.

4.OA.C.5. Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Example: Students will identify patterns in the target language that are comparable to their own language.

SCIENCE

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Example: Students develop an understanding of patterns and variations in local weather and the use of weather forecasting to prepare for and respond to severe weather.

1-LS1-2. Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive.

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Example: Students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how the behaviors of parents and offspring help offspring survive. Comparing family units in their own country to those where the target language is used.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Example: Students also compare the diversity of life in different habitats.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazards.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Example: Students organize and use data to describe typical weather conditions expected during a particular season in various locations around the world.

4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Example: Students develop an understanding of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation and how they may contribute to global environmental issues.

SOCIAL STUDIES

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Example: Students develop a sense of community when holding themselves and each other accountable to the rules and daily function of the classroom. Collaboration is an essential skill in communication as it takes both listening and speaking skills to do effectively.

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

Example: Comparisons of governments in countries where the target language is spoken to their own provides a concrete understanding and connection between cultures.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

Example: In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

Example: Places are jointly characterized by their physical and human properties therefore students will make geographical as well as cultural comparisons to enhance their understanding of the larger global community.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view.

Example: People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives cultures in an interconnected world.

**Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment**

Elementary World Language

Unit Title	Unit Understandings and Goals	Recommended	Assessments
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		Duration/ Pacing	Formative	Summative	Common Benchmark Assessments (mid-course and end of course only)	Alternative Assessments (projects, etc. when appropriate)
Personal & Public Identities	<p>The process of discovering their own identities creates interest in describing the physical, emotional, and personality traits that make us different and yet very much the same.</p> <p>Exploring their identities in a cultural context allows them to see themselves through the lens of an American providing a unique insight as to which role they play in the larger global community.</p>	September - October	Exit Tickets Quizzes Check-Ins Think/Pair/Share	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	Oral Presentations Technology assisted Presentations Craft style Projects
Families & Communities	<p>Families and communities are influenced by cultural values and practices.</p> <p>Exploring what constitutes family and school communities lead to better understanding of our role around the world.</p> <p>Students will discuss how they contribute to the well-being of the school community.</p>	November - December	Exit Tickets Quizzes Check-Ins Think/Pair/Share	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	Oral Presentations Technology assisted Presentations Craft style Projects
Beauty & Aesthetics	<p>Cultural celebrations and their products are a lens into a culture's perspective on beauty and aesthetics.</p> <p>Beauty and creativity are defined by society as well as by individuals.</p> <p>Attaining beauty can dictate the choices we make in nutrition and activities.</p>	January - February	Exit Tickets Quizzes Check-Ins Think/Pair/Share	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	Oral Presentations Technology assisted Presentations Craft style Projects

Global Challenges	<p>Exploring their own global community at the city/town, country, and world level allows for comparisons and contrasts.</p> <p>Global challenges include issues brought about by population, geography, social welfare, the economy and the environment that affect multiple countries or cultures.</p>	March - April	<p>Exit Tickets</p> <p>Quizzes</p> <p>Check-Ins</p> <p>Think/Pair/Share</p>	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	<p>Oral Presentations</p> <p>Technology assisted Presentations</p> <p>Craft style Projects</p>
Contemporary Life	<p>Exploration of contemporary life among various cultures includes the study of social values and customs around food, diet, daily life, entertainment, and relationships.</p>	April - May	<p>Exit Tickets</p> <p>Quizzes</p> <p>Check-Ins</p> <p>Think/Pair/Share</p>	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	<p>Oral Presentations</p> <p>Technology assisted Presentations</p> <p>Craft style Projects</p>
Science and Technology	<p>Science is a language that transcends global boundaries.</p> <p>Technology is a tool that has brought important information about our climate and daily weather.</p> <p>Holidays are celebrated according to the seasons.</p>	May - June	<p>Exit Tickets</p> <p>Quizzes</p> <p>Check-Ins</p> <p>Think/Pair/Share</p>	Integrated Performance Assessment (IPA)	Proficiency Speaking Assessments	<p>Oral Presentations</p> <p>Technology assisted Presentations</p> <p>Craft style Projects</p>

Robbinsville Public Schools

Unit #1: Public & Personal Identities

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives ● Knowing how to properly introduce yourself is the first step to connecting with the larger global community 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who am I? ● How does what I do define who I am? ● How do I interact with others from the target culture?
<p>Interdisciplinary Connection</p>	
<p>MATH:</p> <p>K.CC.A.1. Count to 100 by ones and tens.</p> <p>K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Example: Students will learn number names and the count sequence in the target language.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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	<p>Concepts:</p> <p>Physical characteristics</p> <p>Personality qualities</p> <p>Numbers 1-31</p> <p>The structures necessary to:</p> <ul style="list-style-type: none"> - Describe physical qualities and personality qualities - Express emotions - Tell age (as a memorized chunk) - Express where one lives and goes to school 	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p>	Authentic resources and materials in the target language	<p>I can understand some basic information when someone describes themselves and others.</p> <p>I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.</p> <p>I can use digital tools and face-to-face</p>
7.1.NM.A.2	Demonstrate comprehension of simple, oral, and				

<p>7.1.NM.A.3</p> <p>7.1.NM.A.4</p> <p>7.1.NM.A.5</p> <p>7.1.NM.B.1</p>	<p>written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p> <p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p>	<p>Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age</p> <p>Culturally appropriate expressions and gestures to greet and take leave</p> <p>How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</p> <p>Skills:</p> <p>Recognize descriptions of people as found in culturally authentic oral and written texts.</p> <p>Ask memorized questions related to physical characteristics and personality qualities using digital tools.</p> <p>Answer simple questions related to physical characteristics and personality qualities using digital tools.</p> <p>Use appropriate greetings and leave taking from the target culture.</p> <p>Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).</p> <p>Describe self and others using oral or written text.</p> <p>Retell highlights from a culturally authentic text (oral or written) that</p>	<p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>communication to:</p> <ol style="list-style-type: none"> a. Introduce myself and others. b. Ask for some personal information such as name, age, and where someone is from. c. Provide personal information such as name, age, and where I am from. d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities. <p>I can greet and take</p>
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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.	includes physical characteristics and personality qualities.			leave in a culturally acceptable manner.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture /language during greetings, leave-takings, and daily interactions				I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response). I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.
7.1NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases				I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in				I can tell my age and the age of others. I can use words, phrases, and memorized sentences and technology tools to

7.1NM.C.1	<p>other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				<p>retell a story or summarize an article that includes:</p> <ul style="list-style-type: none"> a. Physical characteristics b. Personality qualities
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				
7.1.NM.C.5.	<p>Name and label tangible cultural</p>				

	products and imitate cultural practices from the target culture				
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Robbinsville Public Schools

Unit #2: Families & Communities

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Family and school are the first communities children belong to. ● Friendships begin with interactions within a community. ● Asking and answering questions is essential when meeting and getting to know new people. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who am I and how can I get to know you? ● Am I the same/different from you? How? Why? ● How will I get to know my elementary school? ● What does my school look like? Why?
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Interdisciplinary Connection

MATH:

2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: Students will learn how to tell time in the target language. Students will learn about the different monetary currencies used in countries associated with the target language.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	<p>Concepts:</p> <p>Family relationships</p> <p>Extended Family Members</p> <p>Parts of the school</p> <p>Names and jobs/functions of people in the school</p> <p>Classroom objects and furniture</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p>	Authentic resources and materials in the target language	<p>I can identify the members of my family in the target language.</p> <p>I can describe the relationship of family members to myself and each other.</p> <p>I can identify the relationship of extended family.</p>
7.1.NM.A.2	Demonstrate comprehension of simple, oral, and	<p>School supplies</p> <p>Cultural products related to school</p>	<p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach</p>		<p>I can understand when someone describes things</p>

7.1.NM.A.3	<p>written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p>	<p>The structures necessary to:</p> <ul style="list-style-type: none"> - Express likes or dislikes - Give and respond to commands (as memorized chunks) - Expressions used to indicate location <p>Skills:</p> <p>Identify school supplies found in written and oral text.</p> <p>Demonstrate understanding of commands associated with classroom items.</p>	<p>replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p>		<p>found in a school such as classroom items and furniture, and their location.</p> <p>I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p>
7.1.NM.A.4	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Tell where things and people in the classroom are located.</p> <p>Describe what children and people do in different parts of the school</p>	<p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p>		<p>I can draw a picture of a classroom based on an oral description given by my teacher. I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p>
7.1.NM.A.5	<p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p>	<p>Compare an American classroom with one in the target culture.</p>	<p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>		
7.1.NM.B.1	<p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p>				<p>I can draw a picture of a classroom based on a written description.</p>

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 /language during greetings, leave-takings, and daily interactions				
7.1NM.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				

7.1NM.C.1	<p>other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				
7.1.NM.C.5.	<p>Name and label tangible cultural</p>				

	products and imitate cultural practices from the target culture				
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Robbinsville Public Schools

Unit #3: Beauty & Aesthetics

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Food preferences can be expressed by knowing the names of vegetables, fruits, grains, proteins, and dairy items and adjectives to describe them. ● Beauty can be attributed to nutrition and diet. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What do food choices say about me? ● What is beauty? ● How are the aesthetics of different cultures similar/different?
<p>Interdisciplinary Connection</p>	
<p>SOCIAL STUDIES:</p> <p>6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view.</p> <p>Example: People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives cultures in an interconnected world.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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	<p>Concepts:</p> <p>Names of common vegetables, fruits, grains, proteins, and dairy items</p> <p>Colors</p> <p>Names of common ‘empty calorie’ foods</p> <p>Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p>	Authentic resources and materials in the target language	<p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information as found in short audio/video clips when someone</p>
7.1.NM.A.2	Demonstrate comprehension of	Adjectives to describe the size and shape of food	Do not always insist on complete sentences, but mirror natural speech patterns.		

7.1.NM.A.3	<p>simple, oral, and written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p>	<p>Memorized questions related to describing food</p> <p>The structures necessary to:</p> <ul style="list-style-type: none"> - State a preference - Express likes and dislikes - Indicate location - Compare <p>Skills:</p> <p>Identify main idea of an authentic text dealing with food products and practices.</p>	<p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p>	<p>talks about a few practices associated with meal time, ordering a meal, and purchasing food.</p> <p>I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</p>
7.1.NM.A.4	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Ask questions related to food preferences, products, and practices.</p> <p>Answer questions related to food preferences, products, and practices.</p>	<p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p>	<p>I can understand some basic information found in short written texts about practices associated with meal time, ordering a meal, and purchasing food.</p>
7.1.NM.A.5	<p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p>	<p>Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.</p>	<p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>I can ask memorized questions (yes/no, either/or, and short response) about food preferences.</p>
7.1.NM.B.1	<p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self</p>			<p>I can answer simple questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) to find out</p>

7.1.NM.B.2	<p>and targeted themes</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>				<p>about foods that are typical in the target culture.</p>
7.1.NM.B.3	<p>Imitate appropriate gestures and intonation of the target culture /language during greetings, leave-takings, and daily interactions</p>				<p>I can answer simple questions (yes/no, either/or, and short response) about foods that are typical in my culture and the target culture.</p>
7.1NM.B.4	<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p>				<p>I can ask memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p>
7.1.NM.B.5	<p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on</p>				<p>I can answer simple questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>I can use words, phrases, and memorized sentences to share information I learned about foods that are common in the target culture and a few practice associated with foods in the target culture.</p>

7.1NM.C.1	<p>topics studied in other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				<p>I can use a graphic organizer to categorize foods popular in the United States and the target culture.</p>
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				<p>I can use a graphic organizer to compare food practices.</p>
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				
7.1.NM.C.5.	<p>Name and label</p>				

	tangible cultural products and imitate cultural practices from the target culture				
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Robbinsville Public Schools

Unit #4: Global Challenges

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Global issues are the responsibility of all cultures and communities. ● Our impact on the environment is felt globally. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are global challenges that are affecting my community? ● What are changes I can make to positively impact the global community?
<p>Interdisciplinary Connection</p> <p>SOCIAL STUDIES:</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>Example: In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	<p style="text-align: center;">Concepts:</p> <p style="text-align: center;">Symbols of recycling in target culture</p> <p style="text-align: center;">Vocabulary associated with symbols of recycling</p> <p style="text-align: center;">Recyclable categories</p> <p style="text-align: center;">Shapes and materials</p> <p style="text-align: center;">Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech</p>	Authentic resources and materials in the target language	<p>I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips.</p> <p>I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard,</p>
7.1.NM.A.2	Demonstrate				

7.1.NM.A.3	<p>comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p>	<p>Vocabulary of locations</p> <p>The following items have already been assessed in other unit(s) and are being recycled in this unit:</p> <ul style="list-style-type: none"> - Colors - Numbers - School supplies - The structures necessary to indicate location, compare, and indicate direction <p>Skills:</p>	<p>patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p>	<p>and batteries.</p> <p>I can identify common symbols of recycling and match them to the equivalent target language word.</p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).</p>
7.1.NM.A.4	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources.</p> <p>Give and follow commands related to recycled products.</p>	<p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p>	<p>I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries.</p>
7.1.NM.A.5	<p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p>	<p>Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</p> <p>Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</p>	<p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>I can identify common symbols of recycling and match them to the equivalent target language word.</p>
7.1.NM.B.1	<p>Use digital tools to exchange basic information at the word and memorized-phrase</p>	<p>Compare recycled products in home and target cultures.</p>		<p>I can tell my classmates and others which categories (size, color, quantity, and</p>

7.1.NM.B.2	<p>level related to self and targeted themes</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>				<p>types) to place some recycled items.</p>
7.1.NM.B.3	<p>Imitate appropriate gestures and intonation of the target culture /language during greetings, leave-takings, and daily interactions</p>				<p>I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.</p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> a. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products.
7.1NM.B.4	<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p>				<ol style="list-style-type: none"> b. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products.
7.1.NM.B.5	<p>Exchange information using words, phrases, and short sentences practiced in class on</p>				<ol style="list-style-type: none"> c. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products. d. Answer simple questions (yes/no, either/or, and short response)

7.1NM.C.1	<p>familiar topics or on topics studied in other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				about color of recycled products.
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				

7.1.NM.C.5.	Name and label tangible cultural products and imitate cultural practices from the target culture				
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Robbinsville Public Schools

Unit #5: Contemporary Life

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Homes are comprised of different rooms and types of furniture. The characteristics of a home and the products used in a home can vary based on culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Where do you live? What are the places in your community? Where is one place in relation to another place in the community? How many rooms are in your house? What rooms are in your house?
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Interdisciplinary Connection

SOCIAL STUDIES:

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Example: Students develop a sense of community when holding themselves and each other accountable to the rules and daily function of the classroom. Collaboration is an essential skill in communication as it takes both listening and speaking skills to do effectively.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	<p>Concepts:</p> <p>Types of furniture found in the home</p> <p>Names of rooms in the home</p> <p>Common household items used in each room</p> <p>Characteristics of a home</p> <p>The structures necessary to:</p> <ul style="list-style-type: none"> - Describe homes - Describe the contents of homes <p>Memorized and frequently practiced questions related to:</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach</p>	Authentic resources and materials in the target language	<p>I can understand basic information when someone talks about their home.</p> <p>I can recognize the names of the rooms.</p> <p>I can recognize the names of furniture.</p> <p>I can match pictures based on oral descriptions of a home (color, size, location of items).</p>
7.1.NM.A.2	Demonstrate comprehension of simple, oral, and				

7.1.NM.A.3	<p>written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p>	<ul style="list-style-type: none"> - Rooms in the home - Location of items in the home <p>The structures necessary to:</p> <ul style="list-style-type: none"> - State a preference or an opinion - Express like and dislike - Indicate location <ul style="list-style-type: none"> - Give and respond to commands (as memorized chunks) <p>Skills:</p>	<p>replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p>		<p>I can draw a picture based on oral descriptions of a home (color, size, location of items).</p> <p>I can draw a picture of someone’s favorite room based on an oral description.</p>
7.1.NM.A.4	<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Identify furniture and items in a home as found in authentic materials from an electronic information source.</p> <p>Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.</p>	<p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p>		<p>I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found on culturally-authentic real estate websites and on-line home tours.</p>
7.1.NM.A.5	<p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p>	<p>Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.</p> <p>Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.</p>	<p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>		<p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p>
7.1.NM.B.1	<p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p>	<p>Compare homes in the target and home cultures.</p> <p>Create a tour of a home from the target culture.</p> <p>Create multimedia rich visual representation of one’s home or a home representative of the home culture.</p>			<p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p>

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.	Retell highlights from an authentic video or simple written text that includes a description of the home and its contents.			I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture /language during greetings, leave-takings, and daily interactions				I can answer simple questions (yes/no, either/or and short response) related to the description of the home.
7.1NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases				I can use technology and words, phrases, and memorized sentences to compare my home with homes in the target culture.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in				I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes: <ul style="list-style-type: none"> a. Rooms typically found in the home b. Furniture and other items commonly found in different rooms

7.1NM.C.1	<p>other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				
7.1.NM.C.5.	<p>Name and label tangible cultural</p>				

	products and imitate cultural practices from the target culture				
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Robbinsville Public Schools

Unit #6: Science & Technology

<p>Enduring Understandings: .</p> <ul style="list-style-type: none"> ● Weather can change daily, whereas climate is the weather over a long period of time. ● Holidays are celebrated seasonally. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the weather like around the world? ● How do we differentiate between weather and climate? ● Which holidays are celebrated seasonally?
<p>Interdisciplinary Connection</p>	
<p>SCIENCE:</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Example: Students develop an understanding of patterns and variations in local weather and the use of weather forecasting to prepare for and respond to severe weather.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	Concepts: Weather Climate Seasons Days of the week Months of the year	Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language. Use real objects, gestures, pictures, and other visuals to convey meaning. Focus on language that is concerned with functional situations and authentic utterances.	Authentic resources and materials in the target language	I can identify the weather in the target language. I can forecast the weather conditions. I can identify the season based on the weather. I can tell the date in the target language using day, month,
7.1.NM.A.2	Demonstrate	Cardinal and Ordinal Numbers	Do not always insist on complete sentences, but mirror natural speech		

<p>7.1.NM.A.3</p> <p>7.1.NM.A.4</p> <p>7.1.NM.A.5</p> <p>7.1.NM.B.1</p>	<p>comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response</p> <p>Recognize a few common gestures and cultural practices associated with the target culture</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate culturally authentic materials on familiar topics</p> <p>Use digital tools to exchange basic information at the word and memorized-phrase</p>	<p>Holidays and Celebrations</p> <p>Skills:</p> <p>Identify weather conditions</p> <p>Identify differences in climate zones</p> <p>Ask and answer questions related to when holidays and celebrations occur</p> <p>Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.</p> <p>Ask memorized questions related to celebrations in the home and target cultures.</p> <p>Answer simple questions related to celebrations in the home and target cultures.</p> <p>Perform a culturally authentic song/poem associated with a particular target culture celebration.</p>	<p>patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>number, and year.</p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to: a. The type of celebration b. When an event takes place. Where an event takes place d. Who is</p>
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7.1.NM.B.2	<p>level related to self and targeted themes</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>				<p>invited to/coming to a celebration e. What the dress is for the celebration f. What activities take place during the celebration I can answer simple questions (yes/no, either/or, and short response) related to:</p> <p>a. The type of celebration b. When an event takes place c. Where an event takes place d. Who is invited to/coming to a celebration e. What the dress is for the celebration f. What activities take place during the celebration</p>
7.1.NM.B.3	<p>Imitate appropriate gestures and intonation of the target culture /language during greetings, leave-takings, and daily interactions</p>				<p>I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.</p>
7.1NM.B.4	<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p>				
7.1.NM.B.5	<p>Exchange information using words, phrases, and short sentences practiced in class on</p>				

7.1NM.C.1	<p>familiar topics or on topics studied in other content areas</p> <p>Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience</p>				
7.1.NM.C.2	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p>				
7.1NM.C.3	<p>Copy/write words, or simple guided texts on familiar topics</p>				
7.1.NM.C.4	<p>Present information from age-and level-appropriate, culturally authentic materials orally or in writing</p>				

7.1.NM.C.5.	Name and label tangible cultural products and imitate cultural practices from the target culture				
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General Differentiated Instruction Strategies

<ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment 	<ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read the directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through a series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>