

Bradley Beach Elementary School**World Language Curriculum****Content Area:** World Language**Course Title:** Spanish**Grade Level:** K-8

Updated: August 2019 by Sarah Poppe

Aligned to the NJ Student Learning Standards

Board Approved:

August 20, 2019

This curriculum is part of the Educational Program of Studies of the
Bradley Beach Elementary School District.

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Courtney Hammell, Curriculum Committee Writer & Chair
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Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 1

| 1.1 Socialization | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 1st Grade |
| Unit Summary | |
| Students will use polite words, greetings and leave-taking phrases. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What are ways to greet someone? • Why is being respectful important? • What are some basic ways to communicate in the target language? • How would you tell someone how you feel in the target language? | <ul style="list-style-type: none"> • There are many ways to communicate with someone. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> • use various ways to greet another person. • use various ways to say goodbye to another person. • say please, thank you and you are welcome in the target language. • be able to introduce themselves and someone else. | |

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Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 1 Guide
World Language Grade 1

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
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Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 1

| 1.2 School Life | |
|--|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 1st Grade |
| Unit Summary | |
| Students will understand and identify basic school objects, using some colors and numbers through five, and people. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> What objects are used in a classroom? Who is in the classroom? Who is in the school? Are classrooms the same everywhere? How is school different in other countries? | <ul style="list-style-type: none"> There are many ways to describe objects. School objects are used in various ways. School environments vary from country to country |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> identify classroom object and people. count from zero to five. use some basic colors to describe objects. use verbs associated with the school objects | |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 1

Learning Targets

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Resources

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Bradley Beach Elementary School
Unit 3 Guide
 World Language Grade 1

| 1.3 Calendar & Weather | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 1st Grade |
| Unit Summary | |
| Students will be able to identify some calendar and weather vocabulary. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> How would you tell all about today? (day, month, date, weather) | <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates. Holidays may be celebrated differently in other cultures. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> use various weather terms use days of the week, today, tomorrow and yesterday compare how holidays are celebrated | |

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Unit 3 Guide
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Learning Targets

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

Related Cultural Content Statements

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| CPI # | Cumulative Progress Indicator (CPI) |
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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 | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
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| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 1

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
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Resources

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Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 1

| 1.4 Family & Friends | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 1st Grade |
| Unit Summary | |
| Students will be able to identify family members, friends and pets. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What is a family? • What are typical pets? • What other animals are there? • What makes a good friend? | <ul style="list-style-type: none"> • Families are comprised of different members • Families may celebrate holidays and events differently • Families can live in different places • Animals belong to different groups |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> • Exchange information about their family members and pets. • Identify family members and various pets. • Use some descriptive words for family and animals | |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 1

Learning Targets

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

Related Cultural Content Statements

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- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
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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 | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|---|
| <i>ELLs, Special Education, Gifted and Talented</i> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 1

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Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 2

| 2.1 Socialization | |
|--|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 2nd Grade |
| Unit Summary | |
| Students greet people in target language using culturally authentic expressions and vocabulary. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <ul style="list-style-type: none"> There are many ways to communicate with someone. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> Give appropriate verbal answers in the target language. Respond to common greetings and farewells Recognize vocabulary related to greetings, farewells, and introductions Express various physical feelings when asked "How are you?" in target language Understand and articulate proper usage of words and phrases used as courtesy expressions in conversations Identify and pronounce letters of the alphabet Learn about authentic celebrations, songs and dances | |

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 2

Learning Targets

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| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
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| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 2

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
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| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 2

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
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Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 2

| 2.2 Socialization | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 2nd Grade |
| Unit Summary | |
| Students will identify classroom objects in the target language | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> What are names for classroom objects? How do you request someone to do something? What are schools like in the countries of the target language? | <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 differences between their schools and schools in the target language countries |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> Ask questions about people and objects. Identify and request classroom objects Understand and respond to commands and directions. Students will identify objects and match to word using "This is..) Give appropriate responses the target language (TL). Use "This is..." | |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 2

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 2

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|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 2 Guide
World Language Grade 2

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Bradley Beach Elementary School
Unit 3 Guide
 World Language Grade 2

2.3 Calendar & Weather

Target Course / Grade Level

Novice-Mid (NM) Language Learner / 2nd Grade

Unit Summary

In this unit the student will use the calendar to state the day of the week, month and date while counting to 31, as well as, describe the weather and identify the seasons

Interdisciplinary Connections

21st Century Themes

ELA, Social Studies, Culture, Technology, Performing Arts

Global Awareness, Communication and Collaboration, Creativity and Innovation

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.

Unit Essential Questions

Unit Enduring Understandings

- How would you tell all about today? (day, month, date, weather)
- How is the calendar different in other countries?
- What information does a calendar provide and how is this useful?

- The calendar varies from country to country.
- Traditions vary from country to country

Unit Learning Targets

Students will ...

- The days of the week and months of the year
- The difference between the target language calendar and other calendars
- Major holidays in target culture
- That other countries may write the date differently than us
- Count up to 31
- Vocabulary related to the 4 seasons and basic weather expression
- Respond to questions related to the calendar
- Compare the difference between target language calendar and other calendars
- Respond to questions related to weather and seasons
- Solve simple math problems in target language (TL)

Bradley Beach Elementary School
Unit 3 Guide
 World Language Grade 2

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 3 Guide
 World Language Grade 2

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 2

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
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Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 2

| 2.4 Friends & Family | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 2nd Grade |
| Unit Summary | |
| Students will be able to identify family members, friends and pets. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> What constitutes a family in the target culture? What is the role of the pet? | <ul style="list-style-type: none"> A family unit may include extended family members. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> Use vocabulary related to immediate family members, pets, and friends State the relationship between family members Illustrate and label their family unit Role play family members Understand and use vocabulary to name common animals (pets & zoo) Express what pets he/ she has Understand and use vocabulary to identify one's friends | |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 2

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 2

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 2

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Resources

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Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 3

| 3.1 Socialization | |
|--|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 3 rd Grade |
| Unit Summary | |
| Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <ul style="list-style-type: none"> • There are many ways to communicate with someone. |
| Unit Learning Targets | |
| Students will ... <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 | |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 3

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 3

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
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| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 3

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Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 3

| 3.2 Social Life | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 3 rd Grade |
| Unit Summary | |
| Students will identify classroom objects in the target language. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> What are schools like in the countries of the target language? | <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 |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> 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 | |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 3

Learning Targets

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
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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 | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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World Language Grade 3

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

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Unit 3 Guide
 World Language Grade 3

3.3 Calendar & Weather

Target Course / Grade Level

Novice-Mid (NM) Language Learner / 3rd 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.

Interdisciplinary Connections

21st Century Themes

ELA, Social Studies, Culture, Technology, Performing Arts

Global Awareness, Communication and Collaboration, Creativity and Innovation

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.

Unit Essential Questions

Unit Enduring Understandings

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

- 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

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.

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- Give the average temperature in given country using technology.
- Solve age appropriate math facts.

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 World Language Grade 3

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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 World Language Grade 3

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 3 Guide
World Language Grade 3

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
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Unit 4 Guide
 World Language Grade 3

| 3.4 Friends & Family | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 3 rd Grade |
| Unit Summary | |
| Students will discover the varied family units throughout the world. They will continue to examine the differences between family relationships based off the associated culture. Students will be able to identify animals and names of pets in the target language. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <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 | |
| Students will ... <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 | |

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Unit 4 Guide
 World Language Grade 3

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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Unit 4 Guide
 World Language Grade 3

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 3

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
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Unit 1 Guide
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| 4.1 Socialization | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 5 th 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. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <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 | |
| Students will ... <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 | |

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Unit 1 Guide
 World Language Grade 4

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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 World Language Grade 4

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 4

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Resources

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Unit 2 Guide
 World Language Grade 4

| 4.2 School Life | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 4 th 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. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> How do school customs vary from culture to culture? How do cultural differences impact your education? | <ul style="list-style-type: none"> Education is important in every culture. School schedules (similarities and differences) |
| Unit Learning Targets | |
| Students will ... <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 | |

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 World Language Grade 4

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 2 Guide
World Language Grade 4

- Integrate a variety of activities to meet all types of multiple intelligences
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Resources

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| 4.3 Calendar & Weather | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 4 th Grade |
| 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. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> The learner will understand that the target language calendar is formed differently. Each culture/country has their own unique customs, holidays and traditions. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> State the date Describe the weather in target language countries Identify clothing Compare and contrast traditions and holidays celebrated in different countries | |

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Unit 3 Guide
 World Language Grade 4

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
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 World Language Grade 4

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 4

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
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- <http://www.quia.com>
- <http://www.quizlet.com>
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Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 4

| 4.4 Family & Friends | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 4 th Grade |
| Unit Summary | |
| Students will discover the varied family units throughout the world. They will continue to examine the differences between family relationships based off the associated culture. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <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 | |
| Students will ... <ul style="list-style-type: none"> Identify family members and pets. Describe family members and pets. Compare and contrast family structure in different countries. | |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 4

Learning Targets

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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 World Language Grade 4

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 4 Guide

World Language Grade 4

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

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Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 5

| 5.1 Socialization | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 5 th 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. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <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. |
| Unit Learning Targets | |
| Students will ... <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 | |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 5

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
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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 | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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 World Language Grade 5

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|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 5

- Integrate a variety of activities to meet all types of multiple intelligences
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Resources

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Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 5

| 5.2 School Life | |
|--|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 5 th Grade |
| 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. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <ul style="list-style-type: none"> Education is important in every culture. School schedules (similarities and differences) Interdisciplinary connections are important |
| Unit Learning Targets | |
| Students will ... <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 | |

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Unit 2 Guide

World Language Grade 5

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

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

Interpretive Mode

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

Interpersonal Mode

| | |
|------------|---|
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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 World Language Grade 5

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|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
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| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 2 Guide
World Language Grade 5

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Resources

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Unit 3 Guide
World Language Grade 5

| 5.3 Calendar & Weather | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 5 th Grade |
| 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 | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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 | |
| <p>Students will ...</p> <ul style="list-style-type: none"> 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 | |

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Unit 3 Guide
World Language Grade 5

Learning Targets

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| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
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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. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
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World Language Grade 5

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
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| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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Unit 3 Guide
World Language Grade 5

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World Language Grade 5

| 5.4 Friends and Family | |
|--|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 5 th Grade |
| Unit Summary | |
| Students will discover the varied family units throughout the world. They will continue to examine the differences between family relationships based off the associated culture. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <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? | <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 | |
| Students will ... <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 | |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 5

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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World Language Grade 5

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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World Language Grade 5

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 6

| 6.1 Greetings | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 6 th Grade |
| Unit Summary | |
| In this unit, students will explore the concept of greetings using a range of culturally authentic learning materials to understand introductions, expressions of courtesy, and ways to ask and answer questions about personal information. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies; Technology; Performing Arts | Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy |
| 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. | |
| Unit Rationale | |
| By studying greetings in a cross-cultural comparison, students will gain the opportunity to learn to communicate more effectively and respectfully and to compare their cultural views with that of the target language cultures. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What are greetings? ● How are physical gestures related to greetings? ● Why is being respectful important? ● How do I address another person in the target language? ● What are some basic ways to communicate in the language? ● How prevalent is the target language? ● How do you introduce yourself in the target language? ● How do you share personal information in the target language? | <ul style="list-style-type: none"> ● How one greets someone often varies by culture. ● Culture plays a role in what is considered to be polite conversation. ● There are accepted cultural ways of starting a conversation with someone. ● There are a number of ways to communicate with |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> ● Greet and introduce themselves to others. ● Use correct leave-taking phrases. | |

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Unit 1 Guide

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- Ask how others are.
- Ask others if they speak another language.
- Interpret conversations between native speakers.
- Compare customs, greetings, and introductions.

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Unit 1 Guide
World Language Grade 6

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Grade 6

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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Unit 1 Guide

World Language Grade 6

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 6

| 6.2 Numbers | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 6 th Grade |
| Unit Summary | |
| In this unit, students will explore whole numbers from 1 through 1000 using a range of culturally authentic learning materials to understand how to express, contrast, and compare large quantities, sizes, distances, and prices. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Mathematics; Social Studies; Technology; Science | Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy |
| 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. | |
| Unit Rationale | |
| By studying numbers and their uses in a cross-cultural comparison, students gain the opportunity to better differentiate quantities, sizes, distances, prices, etc. and to compare their cultural views with that of the target language cultures. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What are numbers used for? ● When are numbers compared? (Answer: All the time! For example, the ages of two people.) ● Why are numbers important? | <ul style="list-style-type: none"> ● Many cultures count things in the same way. ● Every career uses numbers in some way. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Understand and interpret written and spoken language about numbers. ● Compare and contrast cultural products, practices, and perspectives related to making comparisons using numbers. (For example, the metric system and meters versus the imperial system and inches for measurement.) ● Exchange information about ways to make comparisons using numbers with peers. | |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 6

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School

Unit 2 Guide

World Language Grade 6

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|--|
| <p>ELLs, Special Education, Gifted and Talented</p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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Unit 2 Guide

World Language Grade 6

| Resources |
|--|
| <ul style="list-style-type: none">• Computers• Websites• Whiteboards• SMART Board• Teacher created activities (handouts, projects, etc.)• District selected textbooks• wordreference.com• http://www.quia.com• http://www.quizlet.com• http://getkahoot.com |

Bradley Beach Elementary School

Unit 3 Guide

World Language Grade 6

| 6.3 Calendar | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 6 th Grade |
| Unit Summary | |
| In this unit, students will explore seasons, weather, days, weeks, and months. Throughout the unit students will use the target language terms for the days of the week, and months of the year, as well as, form the date appropriately. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Mathematics; Social Studies; Science. | Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills. |
| 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. | |
| Unit Rationale | |
| Developing awareness at a global level and encouraging curiosity of other cultures and people provides students with a diverse foundation that better prepares them for the interconnected world we coexist in. By grounding them with cultural awareness and the guidance to formulate their own conclusions, students are using higher level thinking skills and deepening their intellectual abilities. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● How does writing the date in the target language differ from the USA? ● What are the differences between seasons (reverse seasons) in target language countries and how they affect the layout of the school year? ● How do holidays compare and contrast in the USA and target language countries? | <ul style="list-style-type: none"> ● Vocabulary words related to seasons, weather, days, and months. ● Understanding the differences in the format of writing the date in the target language. ● Differences between English and target language spelling of the months of the year. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Recognize gestures related to the seasons and weather. ● Imitate gestures and intonation of weather and seasons vocabulary words. ● Ask and respond to simple questions about weather, months and days. ● Name holidays from target language cultures. | |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 6

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 6

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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Resources

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Unit 4 Guide
 World Language Grade 6

6.4 Classroom Environment

Target Course / Grade Level

Novice-Mid (NM) Language Learner / 6th Grade

Unit Summary

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

Interdisciplinary Connections

21st Century Themes

Language Arts; Mathematics; Social Studies.

Global Awareness; Literacy; Life skills.

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.

Unit Rationale

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

Unit Essential Questions

- What is a classroom used for?
- Who does one find in a classroom?
- Why are classrooms important?
- What are some of the differences between your school schedule and those typical in many target language countries?
- Are the subjects taught here the same as those taught in other countries?
- What are subject pronouns?
- How are verbs conjugated in target language?

Unit Enduring Understandings

- Education is important in every culture.
- Subjects taught in USA and in target language countries.
- School schedules (similarities and differences).
- The purpose and use of subject pronouns.
- Basic understanding of how to conjugate AR verbs.
- The importance of education remains high in other cultures but the means to attain them is not equal.

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Unit Learning Targets

Students will ...

- Recognize spoken or written vocabulary words related to school objects, subjects, schedule, and activities.
- Demonstrate comprehension of simple directions in target language in order to appropriately conjugate verbs in the present tense.
- Identify familiar places and objects from other countries related to the school environment.
- Ask and respond to questions about their individual school schedules.
- Exchange information orally about popular daily activities in target language countries.
- Copy and write school vocabulary words.
- Present information to the class about school life in a particular target language country.
- Name and label tangible school items within the classroom.

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World Language Grade 6

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 6

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 6

| Resources |
|--|
| <ul style="list-style-type: none">• Computers• Websites• Whiteboards• SMART Board• Teacher created activities (handouts, projects, etc.)• District selected textbooks• wordreference.com• http://www.quia.com• http://www.quizlet.com• http://getkahoot.com |

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 7

| 7.1 Greetings | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| In this unit, students will explore types of greetings that are used throughout the target language countries and thus learn to introduce themselves to other individuals in basic conversation. Furthermore, students will explore the alphabet, colors, seasons, weather, and basic numbers through the use of culturally authentic materials. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Mathematics; Social Studies; Art. | Global Awareness; literacy; higher-level-thinking skills; life skills. |
| 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. | |
| Unit Rationale | |
| Developing awareness of basic and introductory conversation skills is crucial for students to learn to communicate in the target language. By grounding students with core vocabulary words related to colors, numbers, seasons, weather, and greetings, they begin developing a framework for future scaffolding and learning. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● How do people throughout the target language countries greet one another? (explain the similarities and differences) ● What are the differences between the English and target language alphabet? ● Why do you think the way in which people greet one another varies so greatly from one country to the next? | <ul style="list-style-type: none"> ● Vocabulary words related to greetings and introductions. ● Comparisons between types of greetings throughout the world. ● Identification of differences between English and target language alphabet. ● Recognition and pronunciation of basic numbers and colors. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Recognize spoken or written words about greetings and introductions. ● Imitate gestures and linguistic intonation with partners. ● Dramatize short skits that incorporate all greetings vocabulary in a basic and introductory conversation. ● Copy and write out the words for numbers, colors, and weather. | |

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Unit 1 Guide

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- Name and label numbers and colors.
- Compare and contrast cultural products, practices, and perspectives related to greetings throughout the world.
- Present a dialogue to the class.

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Unit 1 Guide
World Language Grade 7

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 7

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 7

Resources

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- Teacher created activities
(handouts, projects, etc.)
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Bradley Beach Elementary School
Unit 2 Guide
World Language Grade 7

| 7.2 The Body | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will identify and describe the parts of the body. They will make comparisons between themselves and others based on physical description such as hair color, eye color, height, etc. In addition, students will develop an understanding of feminine and masculine articles as well as gender agreement in the target language.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Mathematics; Health & Nutrition, Science. | Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills. |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>Developing awareness at a global level and encouraging curiosity of other cultures and people provides students with a diverse foundation that better prepares them for the interconnected world we coexist in. By grounding them with cultural awareness and the guidance to formulate their own conclusions, students are using higher level thinking skills and deepening their intellectual abilities.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● How do you describe physical appearance? ● How do stereotypes affect cultures? | <ul style="list-style-type: none"> ● Vocabulary words related to parts of the body. ● Differences in word order for nouns and adjectives in English vs. target languages. ● Understanding gender agreement and use of articles. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Identify parts of the body. ● Give and follow simple, oral, and written directions related to parts of the body. ● Ask and respond to simple questions about the body and physical characteristics ● Describe physical traits of yourself and others. | |

Bradley Beach Elementary School
Unit 2 Guide
World Language Grade 7

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 2 Guide
 World Language Grade 7

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 2 Guide

World Language Grade 7

Resources

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(handouts, projects, etc.)
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Bradley Beach Elementary School

Unit 3 Guide

World Language Grade 7

| 7.3 Clothing | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will explore clothing using a range of culturally authentic learning materials. They will reflect on their own clothing style, season-appropriate clothing choices, shopping habits, and develop an understanding of “value” in relation to what something costs, and consider the concept of international currencies. Students will compare clothing styles in the USA to target language cultures. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies; Mathematics | Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>By grounding a study of shopping for clothing in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own clothing preferences and shopping strategies and compare their own cultural views with the products, practices, and perspectives of others.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What is currency? ● Are clothing preferences culturally dependent? Explain. ● Why is value important when shopping? ● Does clothing change based on weather/seasons? | <ul style="list-style-type: none"> ● Gestures in one culture may not have the same meaning in another. ● Each country or economic community has its own currency. ● Clothing style can vary from one country to another. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Identify and describe pieces of clothing in the target language. ● Understand and interpret written and spoken language about shopping for clothing. ● Compare and contrast cultural products, practices, and perspectives related to shopping. ● Exchange information about ways to shop for value with peers. | |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 7

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School

Unit 3 Guide

World Language Grade 7

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|---|
| <p><i>ELLs, Special Education, Gifted and Talented</i></p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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World Language Grade 7

Resources

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Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 7

| 7.4 Leisure Activities | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will explore and compare the leisure activities that people in various target language countries participate in as well as those typical in the United States. They will evaluate their own likes and dislikes and discuss new activities that they may be unfamiliar with. The music, dance, and art of various target language countries will be discussed and analyzed.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies; Music; Art | Critical thinking; Global Awareness; Life skills, Literacy, Higher-level-thinking skills. |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>Developing awareness of the way in which people of other countries and cultures spend their free time is critical for students to begin to formulate understandings about those countries and cultures. By making comparisons of other people's likes and their own, they are making introspective evaluations about themselves and are engaging in intrapersonal analysis of others. By grounding students with the vocabulary and connections in this unit, students will develop a deeper understanding of target culture as well as their own.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What are the types of activities that students in target language countries participate in and how do they compare to those that you enjoy? ● What are your favorite activities to participate in? ● Do you think that music and art define a culture or a nation? | <ul style="list-style-type: none"> ● Music, dance and art vary by culture. ● All cultures have leisure activities. ● Gestures expressing likes and dislikes are multicultural. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Demonstrate comprehension of leisure activity vocabulary words and verb infinitives. ● Recognize gestures related to various leisure activities practiced in target language countries. ● Identify works of art, types of music, and regional dances. ● Ask and respond to peers about their likes and dislikes ● Exchange information about leisure activities that students in other countries engage in. | |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 7

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 7

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 7

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Bradley Beach Elementary School

Unit 5 Guide

World Language Grade 7

| 7.5 Personality Traits | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| In this unit, students will explore personality traits and adjectives. They will recognize definite articles and when to use them. Furthermore, students will describe themselves and others orally and through written assessments. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies. | Global connections and awareness; Literacy; Life skills; Higher-level-thinking skills. |
| 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. | |
| Unit Rationale | |
| Developing awareness about the similarities and differences between people and the ability to describe themselves and others provides students with a valuable and authentic cultural understanding of diversity and facilitates interpersonal growth and education. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What words would you use to describe yourself? ● What is an adjective? ● When do definite articles need to be used? | <ul style="list-style-type: none"> ● People's personality traits vary and are not necessarily related to culture. ● Differences in word order in English compared to target language. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Demonstrate comprehension of spoken words related to personality traits. ● Interpret simple descriptions that describe characters in a story and identify them. ● Ask and respond to questions about their own personality traits. ● Exchange information that describes the personality of a person using words and phrases. ● Copy and write personality trait vocabulary words. ● Present information about the personality of a character or themselves orally. | |

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Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|---|
| <p style="text-align: center;"><i>ELLs, Special Education, Gifted and Talented</i></p> <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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Unit 5 Guide

World Language Grade 7

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 8

| 8.1 All About Me | |
|--|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| In this unit, students will be able to introduce themselves, describe their traits, and their everyday environment. They will recognize subject pronouns and present tense verbs and know when to use them. Furthermore, students will express likes and dislikes and tell where they are from. | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies. | Global connections and awareness; Literacy; Life skills; Higher-level-thinking skills. |
| 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. | |
| Unit Rationale | |
| Developing awareness about the similarities and differences between people and the ability to describe themselves and their environment provides students with a valuable and authentic cultural understanding of diversity and facilitates interpersonal growth and education. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● How do you introduce yourself? ● What words would you use to describe yourself? ● How do you identify yourself? ● How do you describe your environment? | <ul style="list-style-type: none"> ● Cultural differences when addressing adults / friends. ● People's personality traits vary and are not necessarily related to culture. ● Differences in word order in target language. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Demonstrate comprehension of spoken words related to personality traits, nationality, and environment. ● Interpret simple descriptions. ● Ask and respond to questions about personality traits. ● Exchange information that describes the personality of a person using words and phrases. ● Copy and write personality trait vocabulary words. ● Present information about themselves orally and in writing. | |

Bradley Beach Elementary School
Unit 1 Guide
World Language Grade 8

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

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Unit 1 Guide

World Language Grade 8

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|---|
| ELLs, Special Education, Gifted and Talented <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 8

Resources

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- Teacher created activities
(handouts, projects, etc.)
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- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 2 Guide
World Language Grade 8

8.2 Family and Celebrations

Target Course / Grade Level

Novice-Mid (NM) Language Learner / 8th Grade

Unit Summary

In this unit, students will explore families, relationships, and celebrations using a range of culturally authentic learning materials. They will reflect on their own families and how to describe them, develop an understanding of why families celebrate certain occasions, and consider the similarities and differences that exist between cultures when celebrating those occasions. They will develop an understanding of the traditions and customs of their peers, and consider the influence of culture on celebrations. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Interdisciplinary Connections

21st Century Themes

Language Arts; Mathematics; Social Studies;
Performing Arts; Technology

Global Awareness; Civic Literacy

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.

Unit Rationale

By grounding a study of family and celebrations in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own unique family traditions, customs, and celebrations and compare their own cultural views with the products, practices, and perspectives of others.

Unit Essential Questions

Unit Enduring Understandings

- What is a family?
- Who is invited to family celebrations?
- How do cultures celebrate special occasions?
- Why are special events celebrated?

- All cultures celebrate special familial events.
- Family dynamics vary across cultures.
 - The way in which families celebrate special events often varies by culture.
 - Many cultures celebrate similar events.

Unit Learning Targets

Students will ...

Understand and interpret written and spoken language about the family and celebrations.

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- Compare and contrast cultural products, practices, and perspectives related to how, why, and what families celebrate.
- Exchange information about ways to describe family members and celebrate family gatherings with peers.
- Present projects to the class related to family and celebrations.

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Unit 2 Guide
World Language Grade 8

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications <i>ELLs, Special Education, Gifted and Talented</i> |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

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Unit 2 Guide

World Language Grade 8

Resources

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Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 8

| 8.3 House & Home | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will explore the house and home using a range of culturally authentic learning materials. They will reflect on their own home, develop an understanding of household chores, and consider the impact of climate and culture on home design and decor. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Mathematics; Social Studies; Science; Performing Arts | Global Awareness; Civic Literacy; Financial, Economic, Business, and Entrepreneurial Literacy |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>By grounding a study of the house and home in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own community, homes, and responsibilities, as well as compare their own cultural views with the products, practices, and perspectives of others.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What are the rooms in a house and what are they used for? ● How does climate impact the ways homes are designed and constructed? | <ul style="list-style-type: none"> ● Home construction is more dependent on climate than culture. ● The way in which a house is decorated is dependent on culture. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Understand and interpret written and spoken language about the house and home. ● Compare and contrast cultural products, practices, and perspectives related to household chores. ● Exchange information about ways to decorate a home with peers. ● Present your ideal home to the class. ● Create materials that promote the sale of a house.. | |

Bradley Beach Elementary School
Unit 3 Guide
World Language Grade 8

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

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Unit 3 Guide
 World Language Grade 8

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|---|
| ELLs, Special Education, Gifted and Talented <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 3 Guide

World Language Grade 8

Resources

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- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 4 Guide
World Language Grade 8

| 8.4 Restaurant | |
|---|---|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will explore food, mealtimes, and eating in a restaurant using a range of culturally authentic learning materials. They will reflect on their own eating habits, and develop an understanding of restaurant etiquette, and consider the influence of culture on the menu. Through a series of scaffolded learning activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Mathematics; Social Studies; Health & Physical Education; Performing Arts | Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>By grounding a study of food, meals, and social dining in a cross-cultural comparison, students will have an opportunity to critically reflect upon their own dining habits and compare their own cultural views with the products, practices, and perspectives of others.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● What is the origin of certain foods? ● Where can restaurants be found? ● Who, typically, shares meals together? ● When do people go to restaurants? ● Why are restaurants popular? | <ul style="list-style-type: none"> ● Most cultures use restaurants as places where families and friends gather. ● The cuisine of restaurants is determined by cultural likes and dislikes. ● Culture influences what one eats at different mealtimes. ● The time of day in which people eat different meals is determined by culture. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> ● Understand and interpret written and spoken language about food, meals, and restaurants. ● Compare and contrast cultural products, practices, and perspectives related to dining out and cuisines. ● Exchange information about ways to prepare meals with peers. ● Exchange information about ways to enjoy going to restaurants with peers. | |

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 8

- Create and present a restaurant menu to the class.

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 8

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Grade 8

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 8

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 5 Guide
World Language Grade 8

| 8.5 Travel | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / 8 th Grade |
| Unit Summary | |
| <p>In this unit, students will explore people, places, and countries with a focus on geography and prepositions. They will reflect upon their own vacationing preferences, develop an understanding of transportation choices, and consider popular vacation destinations in target language countries. Students will learn vocabulary words that describe the position of objects and people and study the grammatical uses of prepositions. Furthermore, they will learn to give and receive directions and practice this through imaginary excursions to various target language countries.</p> | |
| Interdisciplinary Connections | 21st Century Themes |
| Language Arts; Social Studies; Technology; Performing Arts | Global Awareness; Life skills; Economic; Financial Literacy. |
| College and Career Readiness | |
| <p>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> | |
| Unit Rationale | |
| <p>Developing awareness of geography and about where the people whom they are learning about live provides the students with a spatial conceptualization of the world and the cultural environment of target language countries. Students will scaffold their knowledge by first being introduced to prepositions and then gradually build on that base in order to introduce culture and geography as well as provide them with the framework to communicate directions and describe the relative location of places and people to one another. Students will have an opportunity to critically reflect upon their own vacationing preferences and styles. By grounding students with a foundation of vocabulary, culturally authentic materials, and a safe environment to foster conversations in the target language, students will begin to develop strengthened communication skills.</p> | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> ● How many official target language countries are there? ● What does the layout of a typical town look like in most target language countries? ● What is a preposition? ● Why do people go on a vacation? | <ul style="list-style-type: none"> ● The meaning of and uses of a preposition ● Location of the target language countries. ● How to give and receive directions. ● Cultural facts about various places in which target language is spoken. ● Vacationing is a component of many cultures. |

Bradley Beach Elementary School

Unit 5 Guide

World Language Grade 8

Unit Learning Targets

Students will ...

- Recognize gestures related to preposition words.
- Identify places on a map and determine their relative locations.
- Understand and interpret written and spoken language about vacationing.
- Imitate appropriate place and position gestures.
- Ask and respond to questions about the location of certain places on a map.
- Dramatize skits about asking for directions and traveling.
- Name and label cultural products and places.
- Exchange information about ways to have a fun vacation with peers.

Bradley Beach Elementary School
Unit 5 Guide
World Language Grade 8

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.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.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

Bradley Beach Elementary School
Unit 5 Guide
 World Language Grade 8

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

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|--|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications/504 plan ● Use differentiated instructional strategies: http://daretodifferentiate.wikispaces.com |

Bradley Beach Elementary School

Unit 5 Guide

World Language Grade 8

| Resources |
|--|
| <ul style="list-style-type: none">• Computers• Websites• Whiteboards• SMART Board• Teacher created activities (handouts, projects, etc.)• District selected textbooks• wordreference.com• http://www.quia.com• http://www.quizlet.com• http://getkahoot.com |

Bradley Beach Elementary School
Unit 1 Guide
World Language Kindergarten

| K.1 Socialization | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / Kindergarten |
| Unit Summary | |
| Students will use polite words, greetings and leave-taking phrases. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> What are greetings? Why is being respectful important? What are some basic ways to communicate in the target language? | <ul style="list-style-type: none"> There are many ways to communicate with someone. |
| Unit Learning Targets | |
| <p>Students will ...</p> <ul style="list-style-type: none"> use various ways to greet another person. use various ways to say goodbye to another person. say please, thank you and you are welcome in the target language. ask and respond about names ask and respond to "How are you?" | |

Bradley Beach Elementary School
Unit 1 Guide
 World Language Kindergarten

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School
Unit 1 Guide
World Language Kindergarten

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 1 Guide
World Language Kindergarten

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
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- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School

Unit 2 Guide

World Language Kindergarten

| K.2 School Life | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / Kindergarten |
| Unit Summary | |
| Students will understand and identify basic school objects, using some colors and numbers through five, and people. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What objects are used in a classroom? • Who is in the classroom? | <ul style="list-style-type: none"> • There are many ways to describe objects. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> • identify classroom object and people. • count from zero to five. • use some basic colors to describe objects. | |

Bradley Beach Elementary School

Unit 2 Guide

World Language Kindergarten

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

CPI #

Cumulative Progress Indicator (CPI)

Interpretive Mode

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

Interpersonal Mode

| | |
|------------|---|
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School

Unit 2 Guide

World Language Kindergarten

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|--|
| ELLs, Special Education, Gifted and Talented <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School
Unit 2 Guide
World Language Kindergarten

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
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- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 3 Guide
 World Language Kindergarten

| K.3 Calendar & Weather | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / Kindergarten |
| Unit Summary | |
| Students will be able to identify some calendar and weather vocabulary. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> How would you describe the weather outside today? | <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates. Holidays may be celebrated differently in other cultures. |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> use various weather terms (sunny, hot, cold, good, bad weather) be exposed to days of the week, today, tomorrow and yesterday compare how holidays are celebrated | |

Bradley Beach Elementary School
Unit 3 Guide
 World Language Kindergarten

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

Bradley Beach Elementary School

Unit 3 Guide

World Language Kindergarten

| | |
|----------------------------|--|
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications |
|--|
| ELLs, Special Education, Gifted and Talented <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

Bradley Beach Elementary School

Unit 3 Guide

World Language Kindergarten

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
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- <http://www.quizlet.com>
- <http://getkahoot.com>

Bradley Beach Elementary School
Unit 4 Guide
World Language Kindergarten

| K.4 Friends & Family | |
|---|--|
| Target Course / Grade Level | Novice-Mid (NM) Language Learner / Kindergarten |
| Unit Summary | |
| Students will be able to identify some family members and common pets. | |
| Interdisciplinary Connections | 21st Century Themes |
| ELA, Social Studies, Culture, Technology, Performing Arts | Global Awareness, Communication and Collaboration, Creativity and Innovation |
| 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. | |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What is a family? • What are typical pets? • What makes a good friend? | <ul style="list-style-type: none"> • Families are comprised of different members • Families may celebrate holidays and events differently • Families can live in different places |
| Unit Learning Targets | |
| Students will ... <ul style="list-style-type: none"> • Exchange information about their family members and pets. • Identify family members and various pets. | |

Bradley Beach Elementary School
Unit 4 Guide
 World Language Kindergarten

Learning Targets

Standard 7.1 World Languages: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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

Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
- Cultural differences about how people describe themselves to others.
- Description of perceived beauty and how it varies from one culture to the next. (No true beauty exists, it is only perceived).

| CPI # | Cumulative Progress Indicator (CPI) |
|---------------------------|---|
| Interpretive Mode | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| Interpersonal Mode | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

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| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| Presentational Mode | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| Evidence of Learning | | |
|--|---|---|
| Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards | Summative Assessments <ul style="list-style-type: none"> ● Projects ● Quizzes ● Oral Presentations ● Present a report on traveling to a vacation destination | Technology Integration <ul style="list-style-type: none"> ● SMART Board activities ● Online quizzes ● Kahoot games ● Research to compare and contrast cultural products, practices, and perspectives related to vacation choices |

| Modifications ELLs, Special Education, Gifted and Talented |
|---|
| <ul style="list-style-type: none"> ● White boards ● TPR ● Flexible/cooperative grouping ● Graphic organizers ● Games ● Flashcards ● Rubrics ● Shorten or simplify directions ● Alternative assessment ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. |

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- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications/504 plan
- Use differentiated instructional strategies: <http://daretodifferentiate.wikispaces.com>

Resources

- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities
(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>