

*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:

December 17, 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.

Morgan Maclearie, Curriculum Committee Writer  
Courtney Hammell, Curriculum Committee Writer & Chair  
Sarah Poppe, Director of Curriculum & Instruction

**Bradley Beach Elementary School**  
**Curriculum Map**  
World Language Grades K-2

Grade/Unit /Topic	Pacing (40 min periods)
Kindergarten <a href="#">Unit 1: Socialization</a>	Sept-Nov
Kindergarten <a href="#">Unit 2: School Life</a>	Nov-Jan
Kindergarten <a href="#">Unit 3: Calendar and Weather</a>	Jan-April
Kindergarten <a href="#">Unit 4: Friends and Family</a>	May-June
Grade 1 <a href="#">Unit 1: Socialization</a>	Sept-Nov
Grade 1 <a href="#">Unit 2: School Life</a>	Nov-Jan
Grade 1 <a href="#">Unit 3: Calendar and Weather</a>	Jan-April
Grade 1 <a href="#">Unit 4: Friends and Family</a>	May-June
Grade 2 <a href="#">Unit 1: Socialization</a>	Sept-Nov
Grade 2 <a href="#">Unit 2: School Life</a>	Nov-Jan



**Bradley Beach Elementary School**  
**Curriculum Map**  
World Language Grades K-2

Grade 2 <a href="#">Unit 3: Calendar and Weather</a>	Jan-April
Grade 2 <a href="#">Unit 4: Friends and Family</a>	May-June

Accommodations and Differentiation	
<b>504 Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> </ul>	<b>IEP Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grades K-2

<ul style="list-style-type: none"> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>Students at Risk of Failure</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one-on-one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given</li> </ul>
<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> </ul>	<p><b>Additional ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Pre-teach or pre-view vocabulary.</li> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grades K-2

<ul style="list-style-type: none"> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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**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
<p><b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p> <p><b>Social Studies:</b> 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. 6.1.P.D.1 Describe characteristics of oneself, one's family, and others. 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play). 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.</p> <p><b>English Language Arts:</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b> 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> <p><b>Career Ready Practices:</b> CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p> <p><b>Personal Financial Literacy:</b> N/A</p> <p><b>Career Awareness Preparation and Exploration:</b> 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>
	Technology
	<p>8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p>



**Bradley Beach Elementary School**

**Unit 1 Guide**

*World Language Kindergarten*

**Math:**

**K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Comprehensive Health and Physical Education:**

**2.1.2.E.1** Identify basic social and emotional needs of all people.

**Unit Essential Questions**

- What are greetings?
- Why is being respectful important?
- What are some basic ways to communicate in the target language?

**Unit Enduring Understandings**

- There are many ways to communicate with someone.

**Unit Learning Targets**

Students will ...

- 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)
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**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 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.
<b>Presentational Mode</b>	
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).



# Bradley Beach Elementary School

## Unit 1 Guide

### World Language Kindergarten

#### Evidence of Learning

##### Formative Assessments

- Teacher observation
- Role play/skits
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Greeting classmates and teachers
- Chorale singing of memorized songs.
- During circle time, students will greet a classmate and/or teacher, make eye contact, use a friendly gesture.

##### Summative Assessments

- Projects
- Quizzes
- Oral Presentations
- Present a report on traveling to a vacation destination
- Vocabulary recognition- time of day expressions

##### Benchmark Assessments

- By the middle of the marking period, kindergarten students will work towards attaining mastery of kindergarten vocabulary for socialization, school life, calendar/weather, and friends/family (Ex.: Picture prompts -Teacher gives students a picture and asks them to identify objects in the picture; teachers tells students to color certain objects specific colors...)
- Students will express color accurately when provided vivid visual models or realia (flash cards, stuffed animals, fruits and vegetables)
- Other Oral Assessments:
  - Students

##### Alternative Assessments

- Present oral presentations without audience
- Present report on traveling to a vacation destination without an audience (one on one with a teacher).
- TPR: students will identify correct visual image from the teacher's and/or classmate's verbal prompts.
- TPR: students will provide correct action/reaction from the teacher's and/or classmate's verbal prompts.
- Vocabulary recognition- feelings: Students will correctly select visual image that corresponds to the teacher's verbal prompt.



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		<p>will count in sequence #1-15.</p> <ul style="list-style-type: none"> <li>• Students will express quantity while viewing class color graph results.</li> </ul>	
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**Resources**

- Computers
- Websites/Songs
  - "Hola amigo manos arriba" song from BASHO and friends.
  - Realia
  - Authentic Literature- Buenas noches Gorila
- 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 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
<p><b>Social Studies:</b>            6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.            6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.            6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.            6.1.P.D.1 Describe characteristics of oneself, one's family, and others.            6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).            6.1.P.D.4 Learn about and respect other cultures within the classroom and community.</p> <p><b>English Language Arts:</b>            SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.            SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.            SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Math:</b>            K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>Comprehensive Health and Physical Education:</b>            2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>            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> <p><b>Career Ready Practices:</b>            CRP4. Communicate clearly and effectively and with reason.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP11. Use technology to enhance productivity</p> <p><b>Personal Financial Literacy:</b>            N/A</p> <p><b>Career Awareness Preparation and Exploration:</b>            9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)



**Bradley Beach Elementary School**  
**Unit 2 Guide**  
 World Language Kindergarten

<p><b>Music:</b>          Sing songs that support learning goals.          1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b>          Draw pictures that support learning goals.          1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What objects are used in a classroom?</li> <li>• Who is in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• There are many ways to describe objects.</li> </ul>
Unit Learning Targets	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• identify classroom object and people.</li> <li>• count from zero to five.</li> <li>• use some basic colors to describe objects.</li> </ul>	

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 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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>◦ Students will hold up stick puppets for animals and human characters during reading</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards</li> <li>• Word recognition-color words</li> <li>• Other Visual Assessments</li> <li>• Students will attach correct word wall card to visual model (animal characters in literature).</li> <li>• Days of the week-choral memorization</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Present a report on traveling to a vacation destination</li> <li>• Day, date, month, year</li> <li>• Dramatization</li> <li>• Student leaders will provide model for daily recitation of important calendar facts.</li> <li>• Written numerals 0-10</li> <li>• Other Visual Assessments</li> <li>◦ Student partners will arrange word wall collection in correct order from a scrambled sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, kindergarten students will work towards attaining mastery of kindergarten vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>• Basic shapes</li> <li>• Visual Arts Project</li> <li>◦ Students will use pre-cut shapes (circle, square, rectangle, triangle, star) to create a holiday greeting display.</li> <li>◦ Present oral presentations without audience</li> </ul>

Bradley Beach Elementary School

Unit 2 Guide

World Language Kindergarten

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



**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
<p><b>Social Studies:</b>  6.1.PA.1 Demonstrate an understanding of rules by following most classroom routines.  6.1.PA.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.  6.1.PA.3 Demonstrate appropriate behavior when collaborating with others.  6.1.PD.1 Describe characteristics of oneself, one's family, and others.  6.1.PD.3 Express individuality and cultural diversity (e.g., through dramatic play).  6.1.PD.4 Learn about and respect other cultures within the classroom and community.</p> <p><b>English Language Arts:</b>  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Math:</b>  K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>Comprehensive Health and Physical Education:</b>  2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  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> <p><b>Career Ready Practices:</b>  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity</p> <p><b>Personal Financial Literacy:</b>  N/A</p> <p><b>Career Awareness Preparation and Exploration:</b>  9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

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<p><b>Music:</b>          Sing songs that support learning goals.          1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b>          Draw pictures that support learning goals.          1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>How would you describe the weather outside today?</li> </ul>	<ul style="list-style-type: none"> <li>Calendars are used to get information about each day.</li> <li>Holidays are associated with calendar dates.</li> <li>Holidays may be celebrated differently in other cultures.</li> </ul>
Unit Learning Targets	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>use various weather terms (sunny, hot, cold, good, bad weather)</li> <li>be exposed to days of the week, today, tomorrow and yesterday</li> <li>compare how holidays are celebrated</li> </ul>	



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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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards               <ul style="list-style-type: none"> <li>• Weather conditions</li> </ul> </li> <li>○ Dramatization</li> <li>○ Students will demonstrate accurate reaction (action/charade) to teacher's and/or classmates' verbal prompts.</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations               <ul style="list-style-type: none"> <li>○ Months of the year</li> </ul> </li> <li>■ Recital</li> <li>■ Students will participate in chorale repetition of memorized songs.</li> <li>○ Daily calendar facts</li> <li>■ Other oral assessments</li> <li>■ Students will independently name the day, date, month and year with teacher support as needed.</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• By the middle of the marking period, kindergarten students will work towards attaining mastery of kindergarten vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>○ Present oral presentations without audience</li> <li>■ Other Visual Assessments</li> <li>■ Students will create a portfolio of their own faces displaying a series of (3-5) different emotions.</li> </ul>

**Resources**

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- 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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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
<p><b>Social Studies:</b>            6.1.PA.1 Demonstrate an understanding of rules by following most classroom routines.            6.1.PA.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.            6.1.PA.3 Demonstrate appropriate behavior when collaborating with others.            6.1.PD.1 Describe characteristics of oneself, one's family, and others.            6.1.PD.3 Express individuality and cultural diversity (e.g., through dramatic play).            6.1.PD.4 Learn about and respect other cultures within the classroom and community.</p> <p><b>English Language Arts:</b>            SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.            SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.            SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Math:</b>            K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>Comprehensive Health and Physical Education:</b>            2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>            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> <p><b>Career Ready Practices:</b>            CRP4. Communicate clearly and effectively and with reason.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP11. Use technology to enhance productivity</p> <p><b>Personal Financial Literacy:</b>            N/A</p> <p><b>Career Awareness Preparation and Exploration:</b>            9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

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<p><b>Music:</b>          Sing songs that support learning goals.          1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b>          Draw pictures that support learning goals.          1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are typical pets?</li> <li>• What makes a good friend?</li> </ul>	<ul style="list-style-type: none"> <li>• Families are comprised of different members</li> <li>• Families may celebrate holidays and events differently</li> <li>• Families can live in different places</li> </ul>
Unit Learning Targets	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Exchange information about their family members and pets.</li> <li>• Identify family members and various pets.</li> </ul>	



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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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Group project: expressing preferences</li> <li>Follow directions to identify unit vocabulary related to animals and family members</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, kindergarten students will work towards attaining mastery of kindergarten vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Other Visual Assessments</li> <li>Students will create a doctor/patient skit and present to teacher</li> </ul>

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

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<b>1.1 Socialization</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 1st Grade
<b>Unit Summary</b>	
Students will use polite words, greetings and leave-taking phrases.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. <b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	NJ: 2014 SLS: 21st Century Life and Careers CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity
	<b>Technology</b> 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are ways to greet someone?</li> <li>• Why is being respectful important?</li> <li>• What are some basic ways to communicate in the target language?</li> <li>• How would you tell someone how you feel in the target language?</li> </ul>	<ul style="list-style-type: none"> <li>• There are many ways to communicate with someone.</li> </ul>
<b>Unit Learning Targets</b>	
Students will ... <ul style="list-style-type: none"> <li>• use various ways to greet another person.</li> <li>• use various ways to say goodbye to another person.</li> <li>• say please, thank you and you are welcome in the target language.</li> <li>• be able to introduce themselves and someone else.</li> </ul>	

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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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Puppet theater skits</li> </ul> <p>Dramatization</p> <p>Students will participate in partner dialogues (Interpersonal Speech) using greetings, introductions, questions and responses about their identity and feelings of well being, and farewells.</p> <ul style="list-style-type: none"> <li>Calendar facts</li> </ul> <p>Other oral assessments</p> <p>Students will demonstrate mastery of stating the day, date, month and year.</p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Favorite colors</li> <li>Visual Arts Project</li> <li>Students will draw familiar images of favorite color(s), copy a short declarative sentence, present their visual model to their class audience.</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 1st grade students will work towards attaining mastery of 1st grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Morning message</li> <li>Other oral assessments</li> <li>Students will view, interpret, discuss familiar contents of teacher's prepared morning message.</li> <li>Students will report results of group poll activity.</li> </ul>

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Resources
<ul style="list-style-type: none"><li>• Computers</li><li>• Websites</li><li>• Flash Cards</li><li>• Realia</li><li>• Laminate Visual Aids</li><li>• Authentic Literature</li><li>• Puppet Theater</li><li>• Audio CDs</li><li>• PowerPoint Presentations</li><li>• Whiteboards</li><li>• SMART Board</li><li>• Teacher created activities (handouts, projects, etc.)</li><li>• District selected textbooks</li><li>• wordreference.com</li><li>• <a href="http://www.quia.com">http://www.quia.com</a></li><li>• <a href="http://www.quizlet.com">http://www.quizlet.com</a></li><li>• <a href="http://getkahoot.com">http://getkahoot.com</a></li></ul>

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- <http://getkahoot.com>



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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
<p><b>Music:</b> Sing songs that support learning goals.  1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b> Draw pictures that support learning goals.  1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods</p>	<p>NJ: 2014 SLS: 21st Century Life and Careers  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity</p>
	Technology
	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p>
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What objects are used in a classroom?</li> <li>• Who is in the classroom?</li> <li>• Who is in the school?</li> <li>• Are classrooms the same everywhere?</li> <li>• How is school different in other countries?</li> </ul>	<ul style="list-style-type: none"> <li>• There are many ways to describe objects.</li> <li>• School objects are used in various ways.</li> <li>• School environments vary from country to country</li> </ul>
Unit Learning Targets	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• identify classroom object and people.</li> <li>• count from zero to five.</li> <li>• use some basic colors to describe objects.</li> <li>• use verbs associated with the school objects</li> </ul>	

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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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Vocabulary recognition-five body parts=senses</li> <li>Other Visual Assessments</li> <li>Students can accurately select flash card image from teacher's verbal prompt.</li> <li>Students can accurately draw (5) body parts on blank image from teacher's verbal prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>"Ve-o-Veo"</li> <li>Dramatization</li> <li>Students will participate in chorale singing/repetition activities.</li> <li>Sensory realia</li> <li>Other Visual Assessments</li> <li>Students can select appropriate realia/object from teacher's verbal prompt.</li> <li>Students can draw accurate image to match each of (5) body parts that provide function of sense.</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, first grade students will work towards attaining mastery of 1st grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Monster Body Parts</li> <li>Group Project</li> <li>Students work with a part to create an inventory for body parts of a monster and draw a monster that reflects that inventory. Students present the monster to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Basic shapes</li> <li>Visual Arts Project <ul style="list-style-type: none"> <li>Students will use pre-cut shapes (circle, square, rectangle, triangle, star) to create a holiday greeting display.</li> </ul> </li> <li>Present oral presentations without audience <ul style="list-style-type: none"> <li>Doctor/Patient Skit</li> <li>Dramatization</li> </ul> </li> <li>Students will work in groups to present a skit with a doctor, assistant, and patient detailing a problem with a body part.</li> </ul>



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Resources

- Computers
- Websites
- Flash Cards
- Realia
- Laminate Visual Aids
- Authentic Literature
- Puppet Theater
- Audio CDs
- PowerPoint Presentations
- 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 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
<b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. <b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods	<b>NJ: 2014 SLS: 21st Century Life and Careers</b> CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums
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"> <li>How would you tell all about today? (day, month, date, weather)</li> </ul>	<ul style="list-style-type: none"> <li>Calendars are used to get information about each day.</li> <li>Holidays are associated with calendar dates.</li> <li>Holidays may be celebrated differently in other cultures.</li> </ul>
Unit Learning Targets	
Students will ... <ul style="list-style-type: none"> <li>use various weather terms</li> <li>use days of the week, today, tomorrow and yesterday</li> <li>compare how holidays are celebrated</li> </ul>	

**Bradley Beach Elementary School**  
**Unit 3 Guide**  
 World Language Grade 1

**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)
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**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 1

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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Weather conditions</li> <li>• Dramatization</li> <li>• Students will participate in chorale singing of memorized songs.</li> <li>• TPR-students will demonstrate comprehension with accurate action/reaction to teacher's and/or classmates' verbal prompts.</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Seasonal weather report</li> <li>• Visual Arts Project</li> <li>• Students will work in groups to present a seasonal weather report from different Spanish speaking countries.</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• By the middle of the marking period, 1st grade students will work towards attaining mastery of 1st grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Basic shapes</li> <li>• Visual Arts Project <ul style="list-style-type: none"> <li>◦ Students will use pre-cut shapes (circle, square, rectangle, triangle, star) to create a holiday greeting display.</li> <li>◦ Present oral presentations without audience</li> <li>◦ Calendar facts</li> <li>◦ Other oral assessments</li> <li>◦ Students will be responsible for providing daily day, date, month, year for the entire month</li> </ul> </li> </ul>

**Resources**

**Bradley Beach Elementary School**

**Unit 3 Guide**

**World Language Grade 1**

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**Bradley Beach Elementary School**  
**Unit 4 Guide**  
 World Language Grade 1

<b>1.4 Family &amp; Friends</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 1st Grade
<b>Unit Summary</b>	
Students will be able to identify family members, friends and pets.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
ELA, Social Studies, Culture, Technology, Performing Arts <b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. <b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	Global Awareness, Communication and Collaboration, Creativity and Innovation  <b>NJ: 2014 SLS: 21st Century Life and Careers</b> CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity
	<b>Technology</b>
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are typical pets?</li> <li>• What other animals are there?</li> <li>• What makes a good friend?</li> </ul>	<ul style="list-style-type: none"> <li>• Families are comprised of different members</li> <li>• Families may celebrate holidays and events differently</li> <li>• Families can live in different places</li> <li>• Animals belong to different groups</li> </ul>
<b>Unit Learning Targets</b>	
Students will ... <ul style="list-style-type: none"> <li>• Exchange information about their family members and pets.</li> <li>• Identify family members and various pets.</li> <li>• Use some descriptive words for family and animals</li> </ul>	



**Bradley Beach Elementary School**  
**Unit 4 Guide**  
 World Language Grade 1

**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)
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**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 1

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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Benchmark Assessments</b>	<b>Alternative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits               <ul style="list-style-type: none"> <li>◦ Family Dramatization</li> <li>◦ Students will participate in chorale singing of memorized songs.</li> <li>◦ Students assemble "La Familia" using Hispanic family puppets.</li> <li>◦ Family size</li> <li>◦ Other oral assessments</li> <li>◦ Students will interpret class poll organizing families from smallest to largest.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• La Familia Stations</li> <li>• Self Assessment</li> <li>• Students will move through stations matching family description cards to pictures of families.</li> </ul>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, 1st grade students will work towards attaining mastery of 1st grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>• Basic shapes</li> <li>• Visual Arts Project               <ul style="list-style-type: none"> <li>◦ Calendar facts</li> <li>◦ Other oral assessments</li> <li>◦ Students will be responsible for providing daily day, date, month, year for the entire month of December.</li> </ul> </li> </ul>

**Resources**

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 1

- Computers
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**Bradley Beach Elementary School**

**Unit 1 Guide**

**World Language Grade 2**

<b>2.1 Socialization</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 2nd Grade
<b>Unit Summary</b>	
Students greet people in target language using culturally authentic expressions and vocabulary.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Music:</b> Sing songs that support learning goals.</p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b> Draw pictures that support learning goals.</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>NJ: 2014 SLS: 21st Century Life and Careers</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
	<b>Technology</b>
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>What are ways to greet and say farewell to someone?</li> <li>How would you tell someone how you feel in the target language?</li> </ul>	<ul style="list-style-type: none"> <li>There are many ways to communicate with someone.</li> </ul>
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>Give appropriate verbal answers in the target language.</li> <li>Respond to common greetings and farewells</li> <li>Recognize vocabulary related to greetings, farewells, and introductions</li> <li>Express various physical feelings when asked "How are you?" in target language</li> <li>Understand and articulate proper usage of words and phrases used as courtesy expressions in conversations</li> <li>Identify and pronounce letters of the alphabet</li> </ul>	

**Bradley Beach Elementary School**  
**Unit 1 Guide**  
 World Language Grade 2

- Learn about authentic celebrations, songs and dances

**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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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**Unit 1 Guide**

**World Language Grade 2**

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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Morning Meeting Greetings and Activities</li> <li>• Other oral assessments</li> <li>Students will use target language during Responsive Classroom morning meeting and group activity exercises.</li> <li>• Fall Calendar Facts</li> <li>• Personal Project</li> <li>• Students will maintain monthly calendar of weather, sport team events and classmates' birthdays.</li> <li>• Students will verbalize daily</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Favorite Fall Sports</li> <li>• Other Visual Assessments</li> <li>• Students will respond to poll by affixing clip art image of activity to polling poster.</li> <li>• Students will summarize poll results.</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• By the middle of the marking period, 2nd grade students will work towards attaining mastery of 2nd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>• Dibujen lo que digo</li> <li>• Student Portfolio</li> <li>• Students will listen to a teacher's description of a seasonal scene and draw the scene for a quiz grade.</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>◦ Present oral presentations without audience</li> <li>◦ I Like Fall!</li> <li>◦ Student Portfolio</li> <li>◦ Students will create visual model as prompt for presentational speech. Model will include images of weather, seasonal clothing and sports activities.</li> <li>◦ Students will label and describe required elements of               <ul style="list-style-type: none"> <li>◦ visual model in target language.</li> </ul> </li> </ul>

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 2

and/or weekly events.			
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Resources

- Computers
- Websites
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- Authentic Literature
- Puppet Theater
- Audio CDs
- PowerPoint Presentations
- SMART CART Technology (laptop computer, projector, SMART Document Camera)
- 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 <b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. <b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods	Global Awareness, Communication and Collaboration, Creativity and Innovation <b>NJ: 2014 SLS: 21st Century Life and Careers</b> CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums
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"> <li>What are names for classroom objects?</li> <li>How do you request someone to do something?</li> <li>What are schools like in the countries of the target language?</li> </ul>	<ul style="list-style-type: none"> <li>Total Physical Response (TPR) commands related to the classroom (Stand up, sit down, Take out..., Put away..., etc.)</li> <li>the differences between their schools and schools in the target language countries</li> </ul>
Unit Learning Targets	
Students will ... <ul style="list-style-type: none"> <li>Ask questions about people and objects.</li> <li>Identify and request classroom objects</li> <li>Understand and respond to commands and directions.</li> <li>Students will identify objects and match to word using "This is..)</li> <li>Give appropriate responses the target language (TL).</li> </ul>	

**Bradley Beach Elementary School**  
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 World Language Grade 2

- Use "This is..."

### 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)
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#### 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.

# Bradley Beach Elementary School

## Unit 2 Guide

### World Language Grade 2

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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Winter Calendar Facts</li> <li>Personal Project</li> <li>Students will maintain monthly calendar of weather, sport team events, classmates' birthdays, and family holiday celebrations.</li> <li>Students will verbalize daily and/or weekly details.</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Classroom Supplies</li> <li>Group Project</li> </ul> <ol style="list-style-type: none"> <li>1. TPR-students locate 10 desk supplies from teacher's and classmates' verbal prompts.</li> <li>2. Students will color and label flash card images of school supplies.</li> <li>3. Interpersonal Activity-students will pass basket of assorted supplies politely requesting to borrow paper, pencil, eraser, marker, glue stick, crayon, colored pencil, or scissors</li> </ol>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 2nd grade students will work towards attaining mastery of 2nd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Winter's Here! Student Portfolio</li> </ul> <ol style="list-style-type: none"> <li>1. Students will create visual model as prompt for presentational speech. Model will include images of weather, seasonal clothing and sports activities.</li> <li>2. Students will label and describe</li> </ol>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Favorite Winter Activities</li> <li>Other Visual Assessments</li> <li>1. Students will participate in poll by selecting and affixing clip art image to polling chart.</li> <li>2. Students will summarize poll results.</li> </ul>



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	<p>from group members.</p> <p>4. Students will complete a matching quiz of school supplies.</p> <p>Classroom Objects Group Project</p> <p>1. TPR-students locate 10 classroom objects from teacher's and classmates' verbal prompts.</p> <p>2. Students will make flash card images of objects in classroom for group practice.</p> <p>3. Students will make sentence strip identifier and post vocabulary word adjacent to actual classroom object.</p> <p>4. Students will complete a matching quiz of class objects.</p> <ul style="list-style-type: none"> <li>• Family Stations Lab Assignment</li> </ul> <p>Students will cycle through stations on the family and match family pictures to descriptions.</p> <ul style="list-style-type: none"> <li>• Classroom Supplies Stations Lab Assignment</li> </ul> <p>Students will read descriptions and create a classroom to match the description.</p>	<p>required elements of visual model in target language.</p> <ul style="list-style-type: none"> <li>• Dibujen lo que digo!</li> </ul> <p>Student Portfolio</p> <p>Students will listen to a teacher's description of a seasonal scene and draw the scene for a quiz grade.</p>	
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- Computers
- Websites
- Flash Cards
- Realia
- Laminate Visual Aids
- Authentic Literature
- Puppet Theater
- Audio CDs
- PowerPoint Presentations
- 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 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

**Music:** Sing songs that support learning goals.

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

**Art:** Draw pictures that support learning goals.

1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods

Global Awareness, Communication and Collaboration, Creativity and Innovation

**NJ: 2014 SLS: 21st Century Life and Careers**

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity

**Technology**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

**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

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- Solve simple math problems in target language (TL)

### 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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Spring Calendar Facts</li> </ul> <p>Personal Project</p> <p>1. Students will maintain monthly calendar of weather, sport team events, classmates' birthdays, family holiday and/or vacation plans.</p> <p>2. Students will share daily and/or weekly details.</p> <ul style="list-style-type: none"> <li>La Familia Group Project</li> </ul> <p>1. Students will create a hand-held family member puppet model.</p> <p>2. Student groups of five will create/invent a dialogue to introduce themselves as a family unit.</p> <p>3. Students will express preferences giving a</p>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Mi Muneca Group Project</li> </ul> <p>Students will draw a Muneca wearing colored clothing.</p> <p>Students will write 4-5 sentences describing the muneca.</p> <p>Students will read the sentences to a partner who will draw the picture. Students will self-assess for understanding.</p>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 2nd grade students will work towards attaining mastery of 2nd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Mi Familia Student Portfolio</li> </ul> <p>1. Students will create an illustration of original drawings and clip art.</p> <p>2. Students will use the visual model to name all the people in their family.</p> <p>3. Students will identify family pets.</p> <p>4. Students may include pets they</p>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Animal Picture and Paragraph</li> </ul> <p>Student Portfolio</p> <p>Students will describe an animal in terms of colors, size, location, and like/dislike.</p>



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<p>voice to family member puppet.</p> <p>4. Students will name clothing being worn by puppet creation.</p> <p>5. Student groups will use a season of choice to provide the setting for their puppet skit.</p> <ul style="list-style-type: none"> <li>• Spring Has Sprung!</li> </ul> <p>Other Visual Assessments</p> <p>1. Students will participate in a spring sports poll by affixing clip art images to polling char.</p> <p>2. Students will summarize poll results.</p>		<p>would like to own one day.</p> <p>5. Students will share their family portrait with a partner and whole class audience.</p> <ul style="list-style-type: none"> <li>• Dibujen lo que digo!</li> </ul> <p>Student Portfolio</p> <p>Students will listen to a teacher's description of a seasonal scene and draw the scene for a quiz grade.</p>	
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Resources
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Websites</li> <li>• Flash Cards</li> <li>• Realia</li> <li>• Laminate Visual Aids</li> <li>• Authentic Literature</li> <li>• Puppet Theater</li> <li>• Audio CDs</li> <li>• PowerPoint Presentations</li> <li>• Whiteboards</li> <li>• SMART Board</li> <li>• Teacher created activities (handouts, projects, etc.)</li> <li>• District selected textbooks</li> <li>• wordreference.com</li> <li>• <a href="http://www.quia.com">http://www.quia.com</a></li> <li>• <a href="http://www.quizlet.com">http://www.quizlet.com</a></li> <li>• <a href="http://getkahoot.com">http://getkahoot.com</a></li> </ul>

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**Unit 4 Guide**

**World Language Grade 2**

<b>2.4 Friends &amp; Family</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 2nd Grade
<b>Unit Summary</b>	
Students will be able to identify family members, friends and pets.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Music:</b> Sing songs that support learning goals. 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p><b>Art:</b> Draw pictures that support learning goals. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation NJ: 2014 SLS: 21st Century Life and Careers CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
	<b>Technology</b>
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>What constitutes a family in the target culture?</li> <li>What is the role of the pet?</li> </ul>	<ul style="list-style-type: none"> <li>A family unit may include extended family members.</li> </ul>
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>Use vocabulary related to immediate family members, pets, and friends</li> <li>State the relationship between family members</li> <li>Illustrate and label their family unit</li> <li>Role play family members</li> <li>Understand and use vocabulary to name common animals (pets &amp; zoo)</li> <li>Express what pets he/ she has</li> <li>Understand and use vocabulary to identify one's friends</li> </ul>	

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**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).

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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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Presentational Mode</b>	
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**

<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Benchmark Assessments</b>	<b>Alternative Assessments</b>
<ul style="list-style-type: none"> <li>Who Am I?</li> </ul> <p>Other written assessments</p> <p>1. Student groups will read brief passages describing (5) different pet animals.</p> <p>2. Students will use vocabulary list of pets to match identity of pet in each written model.</p> <ul style="list-style-type: none"> <li>Summer Vacation Plans</li> </ul> <p>Other Visual Assessments</p> <p>1. Students will participate in poll by selecting and affixing clip art image to</p>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>My Summer Postcard</li> </ul> <p>Student Portfolio</p> <p>1. Students will design and decorate a postcard of a favorite summer vacation destination.</p> <p>2. Students will use seasons reference dittos to create a message describing where they are, what they are doing, what the weather is like, and how they're dressed for their</p>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 2nd grade students will work towards attaining mastery of 2nd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Dibujen lo que digo!</li> </ul> <p>Student Portfolio</p> <p>Students will listen to a teacher's description of a seasonal scene and draw the scene for a quiz grade.</p>



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**Unit 4 Guide**  
World Language Grade 2

polling chart. 2. Students will summarize poll results.	adventure.		
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Resources
<ul style="list-style-type: none"><li>• Computers</li><li>• Websites</li><li>• Flash Cards</li><li>• Realia</li><li>• Laminate Visual Aids</li><li>• Authentic Literature</li><li>• Puppet Theater</li><li>• Audio CDs</li><li>• PowerPoint Presentations</li><li>• Whiteboards</li><li>• SMART Board</li><li>• Teacher created activities (handouts, projects, etc.)</li><li>• District selected textbooks</li><li>• wordreference.com</li><li>• <a href="http://www.quia.com">http://www.quia.com</a></li><li>• <a href="http://www.quizlet.com">http://www.quizlet.com</a></li><li>• <a href="http://getkahoot.com">http://getkahoot.com</a></li></ul>

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**Curriculum Map**  
 World Language Grades 3-5

Grade/ Unit / Topic	Pacing / Standards (40 min periods)
Grade 3 <u>Unit 1: Socialization</u>	Sept-Nov
Grade 3 <u>Unit 2: School Life</u>	Nov-Jan
Grade 3 <u>Unit 3: Calendar and Weather</u>	Jan-April
Grade 3 <u>Unit 4: Friends and Family</u>	May-June
Grade 4 <u>Unit 1: Socialization</u>	Sept-Nov
Grade 4 <u>Unit 2: School Life</u>	Nov-Jan
Grade 4 <u>Unit3: Calendar and Weather</u>	Jan-April
Grade 4 <u>Unit 4: Friends and Family</u>	May-June
Grade 5 <u>Unit 1: Socialization</u>	Sept-Nov
Grade 5 <u>Unit 2: School Life</u>	Nov-Jan



**Bradley Beach Elementary School**  
Curriculum Map

World Language Grades 3-5

Grade 5 <a href="#">Unit 3: Calendar and Weather</a>	Jan-April
Grade 5 <a href="#">Unit 4: Friends and Family</a>	May-June

Accommodations and Differentiation	
<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grades 3-5

<ul style="list-style-type: none"> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>Students at Risk of Failure</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one-on-one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given</li> </ul>
<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> </ul>	<p><b>Additional ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Pre-teach or pre-view vocabulary.</li> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grades 3-5

<ul style="list-style-type: none"> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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**Bradley Beach Elementary School**

**Unit 1 Guide**

**World Language Grade 3**

<b>3.1 Socialization</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 3 <sup>rd</sup> Grade
<b>Unit Summary</b>	
Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art:</b> Drawings 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p><b>Language Arts:</b> NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation NJ: 2014 SLS: 21st Century Life and Careers CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
	<b>Technology</b>
	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are ways to greet and say farewell to someone?</li> <li>• How would you tell someone how you feel in the target language?</li> <li>• What products and practices are related to home and community are shared across cultures?</li> <li>• How do I enjoy the warm summer weather and what does fall look like to me?</li> <li>• What's unusual and important about Spanish nouns?</li> <li>• Which countries speak Spanish in the world?</li> <li>• How can I identify at least 10</li> </ul>	<ul style="list-style-type: none"> <li>• There are many ways to communicate with someone.</li> </ul>

# Bradley Beach Elementary School

## Unit 1 Guide

### World Language Grade 3

<p>Spanish-Speaking Countries?</p> <ul style="list-style-type: none"> <li>• Can I locate a Spanish-speaking country by its shapes?</li> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> <li>• Can I identify and describe festivals around the world?</li> </ul>	
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### Unit Learning Targets

Students will ...

- 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

### 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



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7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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**



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 World Language Grade 3

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Morning Meeting Greetings and Activities</li> <li>• Dia de los Muertos</li> <li>• Group Project</li> </ul> <p>1. Students will use clip art and written content to create a Venn Diagram display of the similarities and differences between two familiar fall celebrations</p>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Summer Memories and Fall Highlights</li> <li>• Student Portfolio</li> </ul> <p>1. Students will draw a picture of their summer vacation and fall season.</p> <p>2. Students will choose sentence starter completions using vocabulary reference dittos.</p> <p>3. Students will share narrative writing sample with their peer group</p>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, 3rd grade students will work towards attaining mastery of 3rd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>• Dibujen lo que digo</li> <li>• Student Portfolio</li> <li>• Students will listen to a teacher's description of a seasonal scene and draw the scene for a quiz grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Present oral presentations without audience</li> <li>• Letter to a Penpal</li> <li>• Student Portfolio</li> </ul> <p>Students will write a letter to a teacher in the school describing Dia de los Muertos and a typical day in Mexico. Students will also compare/contrast Dia de los Muertos with US celebration of Halloween.</p>

Resources
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Websites</li> <li>• Flash Cards</li> <li>• Realia</li> <li>• Laminate Visual Aids</li> <li>• Authentic Literature</li> <li>• Videos and DVDs</li> <li>• Whiteboards</li> <li>• SMART Board</li> <li>• Teacher created activities (handouts, projects, etc.)</li> <li>• District selected textbooks</li> <li>• wordreference.com</li> <li>• <a href="http://www.quia.com">http://www.quia.com</a></li> <li>• <a href="http://www.quizlet.com">http://www.quizlet.com</a></li> </ul>

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Unit 1 Guide  
World Language Grade 3

- <http://getkahoot.com>

**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 <sup>rd</sup> Grade
Unit Summary	
Students will identify classroom objects in the target language.	
Interdisciplinary Connections	21st Century Themes
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Language Arts:</b></p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>NJ: 2014 SLS: 21st Century Life and Careers</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
	<p align="center"><b>Technology</b></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What are schools like in the countries of the target language?</li> <li>• What are all the tools I use to learn?</li> <li>• How do politely request the use of a classmate's supply item?</li> <li>• What are the colors of my personal supplies?</li> <li>• What three facts should everyone know about me?</li> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• Total Physical Response (TPR) commands related to the classroom (Stand up, sit down, Take out..., Put away..., etc.)</li> <li>• The structure of the school day, teacher-student relationships, and areas of study are different from country to country</li> </ul>
Unit Learning Targets	

# Bradley Beach Elementary School

## Unit 2 Guide

### World Language Grade 3

#### Students will ...

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

#### 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)
<b>Interpretive Mode</b>	
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.



# Bradley Beach Elementary School

## Unit 2 Guide

### World Language Grade 3

Interpersonal Mode	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Evidence of Learning

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Morning Meeting Greetings and Activities</li> <li>La clase perfecta</li> </ul> <p>Group Project</p> <p>Students will incorporate 15-20 classroom vocabulary terms into an ideal classroom and present it to the class.</p> <ul style="list-style-type: none"> <li>Que necesitas amigo(a)?</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Mis Cosas</li> <li>Coloreadas</li> </ul> <p>Other oral assessments</p> <p>1. Student partners will name and describe the contents of desktop supply boxes.</p>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 3rd grade students will work towards attaining mastery of 3rd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Asi Soy Yo</li> </ul> <p>Other written assessments</p> <p>1. Students will write a brief paragraph description of themselves that includes their name, age, birthdate, and one additional personal</p>

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World Language Grade 3

Other oral assessments 1. Students will rehearse and present skits using polite expressions and familiar classroom supplies and tools.	2. Students will color common school supplies and write sentences naming and describing them using color adjectives.		favorite thing (color, animal, sport, season).
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Resources

- Computers
- Websites
- Flash Cards
- Realia
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- Authentic Literature
- Audio CDs
- Whiteboards
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- Teacher created activities (handouts, projects, etc.)
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Unit 3 Guide  
World Language Grade 3

3.3 Calendar & Weather	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 3 <sup>rd</sup> Grade
Unit Summary	
<p>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.</p>	
Interdisciplinary Connections	21st Century Themes
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p>Art: 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>NJ: 2014 SLS: 21st Century Life and Careers CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
	Technology
	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What information can you get from a calendar?</li> <li>• How do we use numbers?</li> <li>• How are seasons and weather different in other target language countries?</li> <li>• How are a city, suburb and rural area different?</li> <li>• How many places in my town can I name?</li> <li>• Which services or products are offered in business locations my family and I frequent?</li> <li>• What is a <b>plaza</b> and where can I find it?</li> <li>• What is <b>Cinco de Mayo</b> all about?</li> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week, months of the year are not capitalized.</li> <li>• TL calendars begin the week with Monday.</li> <li>• The order of the date is reversed in TL</li> <li>• Seasons are opposite in the Southern Hemisphere Countries.</li> <li>• Weather will be different by region, temperature and precipitation.</li> </ul>

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**Unit 3 Guide**  
 World Language Grade 3

effectively? • What is a passport and what information does it contain? • Who were the Maya and how did they influence Mexico?	
<b>Unit Learning Targets</b>	
Students will ... <ul style="list-style-type: none"> <li>• count orally up to 50.</li> <li>• recite &amp; write the months of the year, the days of the week and date.</li> <li>• express their birthday in TL.</li> <li>• identify the holidays in TL.</li> <li>• discuss weather and seasons.</li> <li>• ask and answer questions about numbers.</li> <li>• answer questions related to the calendar and weather.</li> <li>• play games involving numbers.</li> <li>• match weather with appropriate clothing.</li> <li>• Create a calendar of their favorite month using TL.</li> <li>• Match seasons with countries.</li> <li>• Give the average temperature in given country using technology.</li> <li>• Solve age appropriate math facts.</li> </ul>	

**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).

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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**Interpretive Mode**



# Bradley Beach Elementary School

## Unit 3 Guide

### World Language Grade 3

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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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

# Bradley Beach Elementary School

## Unit 3 Guide

### World Language Grade 3

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Morning Meeting Greetings and Activities</li> <li>• Other oral assessments</li> <li>• Necesito pan! Necesito zapatos! Necesito diner!</li> </ul> <p>Group Project</p> <p>1. Student groups will create a map of places in town and areas where different products can be acquired.</p>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Ancient Maya Webquest</li> </ul> <p>Student Portfolio</p> <p>Students will complete a web quest on the Ancient Maya to discover their contributions to history, clothing, beliefs about beauty, and different sacred temples.</p>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, 3rd grade students will work towards attaining mastery of 3rd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>• Present oral presentations without audience</li> </ul>

### Resources

- Computers
- Websites
- Realia
- Laminate Visual Aids
- Authentic Literature
- Audio CDs
- Flash Cards
- 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 4 Guide**  
World Language Grade 3

3.4 Friends & Family	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 3 <sup>rd</sup> 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
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Language Arts:</b></p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>Theatre:</b></p> <p>1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>NJ: 2014 SLS: 21st Century Life and Careers</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
	Technology
	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>How does the family structure differ from culture to culture?</li> <li>What is the relationship between the family members?</li> <li>What is the role of the pet?</li> <li>Am I a sports aficionado/aficionada?</li> <li>How do I prefer to spend my free time?</li> <li>What do my interests say about my personality?</li> </ul>	<ul style="list-style-type: none"> <li>Family structures may consist of more than the immediate family.</li> <li>The role of the pet varies from country to country.</li> </ul>

# Bradley Beach Elementary School

## Unit 4 Guide

### World Language Grade 3

<ul style="list-style-type: none"> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> <li>• How can I describe my family in Spanish?</li> </ul>	
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• use vocabulary to identify family members, and animals.</li> <li>• give appropriate verbal answers in the target language.</li> <li>• answer questions about family members, and animals.</li> <li>• role-play and perform a skit using vocabulary words</li> </ul>	

### 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)
<b>Interpretive Mode</b>	
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.



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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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Morning Meeting Greetings and Activities</li> <li>Other oral assessments</li> <li>Asi Soy Yo</li> </ul> <p>Other written assessments</p> <p>Students will maintain a diary/journal of their</p>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>All About Me Poster</li> </ul> <p>Student Portfolio</p> <p>1. Students will use drawings and clip art to create a visual model for</p>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 3rd grade students will work towards attaining mastery of 3rd grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>How Well Do I Know You?</li> </ul> <p>Self Assessment</p> <p>1. Students will view a classmates' visual models (gallery style) and complete a survey of true/false</p>

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preferences/favorites of sports and hobbies.	interpretive, interpersonal and presentational communication tasks. 2. Students will engage in face-to-face conversation using model as visual model for speech. 3. Students will present visual model to whole class audience.		statements and multiple choice responses to assess their understanding of other students' communicated messages.
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Resources

- Computers
- Websites
- Realia
- Laminate Visual Aids
- Authentic Literature
- Audio CDs
- Flash Cards
- 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 1 Guide**

**World Language Grade 4**

<b>4.1 Socialization</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 4 <sup>th</sup> Grade
<b>Unit Summary</b>	
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.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Language Arts: Journal Writing</b></p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>NJ: 2014 SLS: 21st Century Life and Careers</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
	<p align="center"><b>Technology</b></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do the customs surrounding greetings give us insight into a particular culture?</li> <li>How are cultural differences reflected in your current lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>Customs concerning greetings and leave-takings vary from country to country.</li> <li>Gestures and body language are an important element of communication</li> </ul>
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>Greet and introduce themselves to others</li> <li>Recognize correct leave-taking phrases</li> </ul>	



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### World Language Grade 4

- Inquire and respond to one another
- Express appropriate greetings

#### 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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.



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7.1.NM.B.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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Morning Meeting Greetings and Activities</li> <li>Vocabulary quizzes</li> </ul> <p>Other written assessments</p> <p>1. Students will match picture icon and topical vocabulary list in target language.</p> <p>2. Students will copy vocabulary from word bank matching target language and picture icon.</p> <ul style="list-style-type: none"> <li>Nuestra Familia</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>El Arbol de La Familia</li> </ul> <p>Personal Project</p> <p>1. Student created family tree project utilizing all unit content, vocabulary, structures and ideas.</p>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 4th grade students will work towards attaining mastery of 4th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Students will read a pen pal in Spanish and complete a chart with as many details as possible about his/her pen pal. (SGO)</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Yo Soy/Yo Tengo</li> </ul> <p>Personal Project</p> <p>Students will create a self-portrait with personality adjectives and physical characteristics listed.</p>

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World Language Grade 4

Dramatization 1.Presentation of Mi Familia powerpoint			
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Resources

- Computers
- Websites
- Flash Cards
- Realia
- Laminate Visual Aids
- Authentic Literature
- Videos and DVDs
- 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 2 Guide**

**World Language Grade 4**

<b>4.2 School Life</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 4 <sup>th</sup> Grade
<b>Unit Summary</b>	
Throughout this unit, students will communicate using vocabulary related to the school objects, school rooms, personnel, subjects, schedules, and other daily activities.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art:</b> Drawings 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p><b>Language Arts:</b> Paragraph reading NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation <b>NJ: 2014 SLS: 21st Century Life and Careers</b> CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
	<p align="center"><b>Technology</b></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do school customs vary from culture to culture?</li> <li>How do cultural differences impact your education?</li> <li>Are my personality and interests connected?</li> <li>What strategies will help me extend my</li> </ul>	<ul style="list-style-type: none"> <li>Education is important in every culture.</li> <li>School schedules (similarities and differences)</li> </ul>

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## Unit 2 Guide

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<ul style="list-style-type: none"> <li>conversations with my peers?</li> <li>How do I use another language to communicate with others?</li> <li>What strategies can I use to communicate more effectively?</li> </ul>	
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>Identify and locate classroom objects</li> <li>Identify school personnel and school rooms</li> <li>Ask and respond to questions about school life</li> <li>Respond to classroom commands</li> </ul>	

### 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.



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### World Language Grade 4

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Morning Meeting Greetings and Activities</li> <li>Hazlo Ahora</li> </ul> <p>Other written assessments</p> <p>1. Students will respond daily to 3-5 'Do Now' questions in target language notebook. Questions will reflect</p>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Celebridades, Periodistas, Reporteros</li> </ul> <p>Group Project</p> <p>1. Student groups will create, rehearse, present celebrity</p>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 4th grade students will work towards attaining mastery of 4th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Students will read a pen pal in</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Mi Heroe/Heroína</li> </ul> <p>Personal Project</p> <p>1. Students will select someone they admire and create a technology based presentation.</p>

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 World Language Grade 4

content of unit of study. • Yo y Mis Familiares Other written assessments 1. All About Me, journal entry. 2. My Family, individual member journal entry.	interview skit.	Spanish and complete a chart with as many details as possible about his/her pen pal. (SGO)	
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Resources
<ul style="list-style-type: none"> <li>• Computers</li> <li>• Websites</li> <li>• Flash Cards</li> <li>• Realia</li> <li>• Laminated Visual Aids</li> <li>• Authentic Literature</li> <li>• Audio CDs</li> <li>• Whiteboards</li> <li>• SMART Board</li> <li>• Teacher created activities (handouts, projects, etc.)</li> <li>• District selected textbooks</li> <li>• wordreference.com</li> <li>• <a href="http://www.quia.com">http://www.quia.com</a></li> <li>• <a href="http://www.quizlet.com">http://www.quizlet.com</a></li> <li>• <a href="http://getkahoot.com">http://getkahoot.com</a></li> </ul>

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**World Language Grade 4**

<b>4.3 Calendar &amp; Weather</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 4 <sup>th</sup> Grade
<b>Unit Summary</b>	
Throughout this unit, students will be exposed to the days of the week, months of the year, holidays, numbers, weather phrases, and clothing.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Language Arts:</b> Paragraph reading  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>Theatre:</b> presentational task</p> <p>1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity</p>
	<p align="center"><b>Technology</b></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>What cultural insights are gained by studying the holidays and traditions of other countries/cultures?</li> <li>How does weather and clothing vary from culture to culture?</li> <li>How does weather affect your daily activities?</li> </ul>	<ul style="list-style-type: none"> <li>The learner will understand that the target language calendar is formed differently.</li> <li>Each culture/country has their own unique customs, holidays and traditions.</li> </ul>

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## Unit 3 Guide

### World Language Grade 4

#### Unit Learning Targets

Students will ...

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

#### 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)
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#### 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
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	phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Morning Meeting Greetings and Activities</li> <li>Hazlo Ahora</li> </ul> Other written assessments 1. Students will respond daily to 3-5 'Do Now' questions in target language notebook. Questions will reflect content of unit of study.	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Qué Hay De Comer?</li> </ul> Group Project 1. Student groups will create a skit about a visit to a 'Food Court' for lunch in which they discuss the choices available and what they ultimately	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 4th grade students will work towards attaining mastery of 4th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>Students will read a pen pal in Spanish and complete a chart with as many</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Quien soy? Who Am I?</li> </ul> Other oral assessments 1. Students will be able to present the narrative paragraphs they created in the Second Marking period and field appropriate questions.

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## Unit 3 Guide

### World Language Grade 4

<ul style="list-style-type: none"> <li>• Lecturitas Basicas</li> </ul> <p>Other written assessments</p> <p>1. Students will read brief stories and descriptions and respond in writing to questions and/or summarize content orally.</p>	<p>choose to have to eat.</p> <p>2. Each group will create a visual model display to accompany their presentation.</p> <ul style="list-style-type: none"> <li>• Mis Sentimientos Personal Project</li> </ul> <p>1. Students will create a portfolio of photographs accompanied by a brief written explanation of their mood as portrayed in each of 8-10 photographs of themselves.</p>	<p>details as possible about his/her pen pal. (SGO)</p>	
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### Resources

- Computers
- Websites
- Realia
- Laminate Visual Aids
- Authentic Literature
- Audio CDs
- Flash Cards
- Whiteboards
- SMART Board
- Teacher created activities (handouts, projects, etc.)
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- wordreference.com
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4.4 Family & Friends	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 4 <sup>th</sup> 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
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p>Theatre: dramatization</p> <p>1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction</p> <p>Language Arts: writing piece</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	Technology
	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>NJ: 2014 SLS: 21st Century Life and Careers CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>
College and Career Readiness	
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>How does the family structure differ from culture to culture?</li> <li>What is the role of a pet?</li> <li>Why is family important?</li> <li>How do I talk about how I'm feeling?</li> <li>Can I provide a reason or explanation</li> </ul>	<ul style="list-style-type: none"> <li>The family unit varies across cultures.</li> <li>The role of a pet may vary across cultures.</li> <li>Relationships between family members vary across cultures.</li> </ul>

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<p>for the mood I'm in?</p> <ul style="list-style-type: none"> <li>• What foods, snacks, and beverages do I like to eat?</li> <li>• What do I picture myself doing in the future?</li> <li>• What strategies will help me extend my conversations with my peers? How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> </ul>	
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Identify family members and pets.</li> <li>• Describe family members and pets.</li> <li>• Compare and contrast family structure in different countries.</li> </ul>	

**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)
<b>Interpretive Mode</b>	
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.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.
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**

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Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Morning Meeting Greetings and Activities</li> <li>• El Cuarto de Mis Sueños</li> </ul> <p>Personal Project</p> <ol style="list-style-type: none"> <li>1. Students will create a picture/poster of an ideal room or personal space in their home.</li> <li>2. Students will describe the room and its contents for an audience of peers.</li> <li>3. Students will edit original written model for accuracy of content and structures.</li> <li>4. Students may elect to produce their poster via electronic sources or programs.</li> </ol>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Menu Project</li> </ul> <p>Personal Project</p> <p>Students will select a Spanish-speaking country, research their dishes, and create a menu to reflect what they eat.</p>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, 4th grade students will work towards attaining mastery of 4th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> <li>• Students will read a pen pal in Spanish and complete a chart with as many details as possible about his/her pen pal. (SGO)</li> </ul>	<ul style="list-style-type: none"> <li>• Present oral presentations without audience</li> <li>• Escena en un restaurante</li> </ul> <p>Dramatization</p> <p>Students will work in a group to dramatize a scene in a restaurant with a waiter and customers.</p>

**Resources**

- Computers
- Websites
- Realia
- Lamine Visual Aids
- Authentic Literature
- Audio CDs
- Flash Cards
- Whiteboards
- SMART Board

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- Teacher created activities  
(handouts, projects, etc.)
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<b>5.1 Socialization</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 5 <sup>th</sup> Grade
<b>Unit Summary</b>	
Students will utilize various common greetings, farewells, introductions, as well as expressions of courtesy and feelings and interact with others in the target language.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art: Drawings</b> 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)</p> <p><b>Theatre:Skits</b> 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p><b>Music: Alphabet song, weather song</b> 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>



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	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory</p>
<p align="center"><b>College and Career Readiness</b></p>	
<p align="center">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 Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• How do the customs surrounding greetings give us insight into a particular culture?</li> <li>• How are cultural differences reflected in your current lifestyle?</li> <li>• How does culture affect our choices of social activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Customs concerning greetings and leave-takings vary from country to country.</li> <li>• Gestures and body language and an important element of communication.</li> <li>• Social activities vary from culture to culture.</li> </ul>
<p align="center"><b>Unit Learning Targets</b></p>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Greet and introduce themselves to others</li> <li>• Recognize correct leave-taking phrases</li> <li>• Inquire and respond to one another</li> <li>• Converse about their social activities</li> </ul>	

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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)
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**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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards</li> <li>• Class discussion</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• By the middle of the marking period, 5th grade students will work towards attaining mastery of 5th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Classroom description paragraph</li> <li>• Classroom object mini project</li> <li>• Writing of short stories with terms learned</li> <li>• Visual assessments</li> <li>• Reading and writing short stories</li> <li>• Present oral presentations without audience</li> </ul>

**Resources**

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<b>5.2 School Life</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 5 <sup>th</sup> Grade
<b>Unit Summary</b>	
Throughout this unit, students will discuss their preferences using vocabulary related to the school objects, school rooms, personnel, subjects, schedules, and other daily activities.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art: Drawings</b> 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)</p> <p><b>Theatre:Skits</b> 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p><b>Music: Alphabet song, weather song</b> 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>

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	<p>Technology is integrated into math instruction through the use of chromebook apps. Teachers can also utilize the digital resources for the math online textbook.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory</p>
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do school customs vary from culture to culture?</li> <li>• How do cultural differences impact your education?</li> <li>• What impact does learning another language have on other areas of study?</li> </ul>	<ul style="list-style-type: none"> <li>• Education is important in every culture.</li> <li>• School schedules (similarities and differences)</li> <li>• Interdisciplinary connections are important</li> </ul>
<b>Unit Learning Targets</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Identify and locate classroom objects</li> <li>• Identify school personnel and school rooms</li> <li>• Ask and respond to questions about school life</li> <li>• Respond to classroom commands</li> <li>• Compare and contrast their school experience</li> </ul>	

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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)
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**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.
<b>Presentational Mode</b>	
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			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 5th grade students will work towards attaining mastery of 5th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Classroom description paragraph</li> <li>Classroom object mini project</li> <li>Writing of short stories with terms learned</li> <li>Visual assessments</li> <li>Reading and writing short stories</li> <li>Present oral presentations without audience</li> </ul>

## Resources



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- Computers
- Websites
- Whiteboards
- SMART Board
- Teacher created activities  
(handouts, projects, etc.)
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5.3 Calendar & Weather	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 5 <sup>th</sup> 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
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art: Drawings</b> 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)</p> <p><b>Theatre:Skits</b> 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p><b>Music: Alphabet song, weather song</b> 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>Global Awareness, Communication and Collaboration, Creativity and Innovation</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>

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	<p>Technology is integrated into math instruction through the use of chromebook apps. Teachers can also utilize the digital resources for the math online textbook.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory</p>
<p align="center"><b>College and Career Readiness</b></p>	
<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 Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What cultural insights are gained by studying the holidays and traditions of other countries/cultures?</li> <li>• How does weather and clothing vary from culture to culture?</li> <li>• How does weather affect your daily activities?</li> </ul>	<ul style="list-style-type: none"> <li>• The learner will understand that the target language calendar is formed differently.</li> <li>• Each culture/country has their own unique customs, holidays and traditions.</li> <li>• Weather and customs impact clothing choices.</li> </ul>
<p align="center"><b>Unit Learning Targets</b></p>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• State the date</li> <li>• Identify numbers 0-100</li> <li>• Describe the weather in target language countries</li> <li>• Describe clothing</li> <li>• Compare and contrast traditions and holidays celebrated in different countries</li> </ul>	

**Bradley Beach Elementary School**  
**Unit 3 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)
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**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 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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 5th grade students will work towards attaining mastery of 5th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Classroom description paragraph</li> <li>Classroom object mini project</li> <li>Writing of short stories with terms learned</li> <li>Visual assessments</li> <li>Reading and writing short stories</li> <li>Present oral presentations without audience</li> </ul>

### Resources

**Bradley Beach Elementary School**  
**Unit 3 Guide**  
World Language Grade 5

- 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 4 Guide**

**World Language Grade 5**

<b>5.4 Friends and Family</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 5 <sup>th</sup> Grade
<b>Unit Summary</b>	
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.	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>ELA, Social Studies, Culture, Technology, Performing Arts</p> <p><b>Art: Drawings</b> 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)</p> <p><b>Theatre:Skits</b> 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p><b>Music: Alphabet song, weather song</b> 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>Global Awareness, Communication and Collaboration, Creativity and Innovation Global Awareness, Communication and Collaboration, Creativity and Innovation CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>

Bradley Beach Elementary School

Unit 4 Guide

World Language Grade 5

	<p>Technology is integrated into math instruction through the use of chromebook apps. Teachers can also utilize the digital resources for the math online textbook.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory</p>
<b>College and Career Readiness</b>	
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.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"><li>• How does the family structure differ from culture to culture?</li><li>• What is the role of a pet?</li><li>• Why is family important?</li></ul>	<ul style="list-style-type: none"><li>• The family unit varies across cultures.</li><li>• The role of a pet may vary across cultures.</li><li>• Relationships between family members vary across cultures.</li></ul>
<b>Unit Learning Targets</b>	
Students will ... <ul style="list-style-type: none"><li>• Identify family members and pets.</li><li>• Describe the personality traits and physical attributes of family member, friends and pets.</li><li>• Compare and contrast family structure in different countries</li></ul>	



**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)
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**Interpretive Mode**

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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 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.
<b>Presentational Mode</b>	
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).

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards</li> <li>• Class discussion</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• By the middle of the marking period, 5th grade students will work towards attaining mastery of 5th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Classroom description paragraph</li> <li>• Classroom object mini project</li> <li>• Writing of short stories with terms learned</li> <li>• Visual assessments</li> <li>• Reading and writing short stories</li> <li>• Present oral presentations without audience</li> </ul>

### Resources

**Bradley Beach Elementary School**

**Unit 4 Guide**

**World Language Grade 5**

- Computers
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(handouts, projects, etc.)
- District selected textbooks
- wordreference.com
- <http://www.quia.com>
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**Bradley Beach Elementary School**  
**Curricular Map**  
 World Language Grade 6

Grade/ Unit /Topic	Pacing / Standards (40 min periods)
Grade 6 <u>Unit 1: Greetings</u>	Sept-Nov
Grade 6 <u>Unit 2: Numbers</u>	Nov-Jan
Grade 6 <u>Unit 3: Calendar</u>	Jan-April
Grade 6 <u>Unit 4: Classroom Environment</u>	May-June

Accommodations and Differentiation	
<b>504 Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> </ul>	<b>IEP Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> </ul>



# Bradley Beach Elementary School Curricular Map

## World Language Grade 6

<ul style="list-style-type: none"> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>Students at Risk of Failure</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one-on-one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given</li> </ul>
<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> </ul>	<p><b>Additional ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Pre-teach or pre-view vocabulary.</li> </ul>



# Bradley Beach Elementary School Curricular Map

## World Language Grade 6

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| <ul style="list-style-type: none"> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul> |
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# Bradley Beach Elementary School

## Unit 1 Guide

### World Language Grade 6

6.1 Greetings	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 6 <sup>th</sup> 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
<p><b>Science:</b> Weather MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><b>Math:</b> Birthday graph, number sentences 6.EE Expression and Equations C. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p> <p><b>Art:</b> Drawings 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and</p>	<p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology
	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

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**Unit 1 Guide**

**World Language Grade 6**

art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)

**Theatre:Skits**

1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

**Music: Alphabet song, weather song**

1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory

**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**

- What are greetings?
- How are physical gestures related to greetings?
- Why is being respectful important?
- How do I address another person in the target language?
- What are some basic ways to communicate in the language?
- How prevalent is the target language?
- How do you introduce yourself in the target language?
- How do you share personal information in the target language?

**Unit Enduring Understandings**

- 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 ...

- Greet and introduce themselves to others.
- Use correct leave-taking phrases.
- Ask how others are.
- Ask others if they speak another language.
- Interpret conversations between native speakers.



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 World Language Grade 6

- Compare customs, greetings, and introductions.

### 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.

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#### Related Cultural Content Statements

- Discussion about identity and heritage differs based on culture.
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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)
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#### 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.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 1 Guide**  
 World Language Grade 6

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.
<b>Presentational Mode</b>	
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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> <li>• Skits</li> <li>• Group projects</li> </ul>	<ul style="list-style-type: none"> <li>• SGO: Picture prompt assessment</li> </ul>	<ul style="list-style-type: none"> <li>◦ Name poems</li> <li>◦ Presentations to replace written</li> <li>◦ Calendar project</li> <li>◦ Season/weather posters</li> <li>◦ Writing of short stories with terms learned</li> <li>◦ Visual assessments</li> <li>◦ Reading and writing short stories</li> <li>◦ Present oral presentations without audience</li> </ul>

**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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- <http://www.quizlet.com>
- <http://getkahoot.com>
- Authentic stories
- TPRS stories
- Sr. Jordan website videos.
- Jim Nailon website videos.
- Basho & Friends website videos.
- A is for Amigos, LLC website videos.
- Rockalingua website videos.

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6.2 Numbers	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 6 <sup>th</sup> 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
<p><b>Social Studies:</b> The unit in its entirety is a social studies unit in Spanish</p> <p><b>Math:</b> Analyzing graphs          6.EE Expression and Equations  <b>C. Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.  <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p> <p><b>Art:</b> Illustrations          1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)</p>	<p>CRP4. Communicate clearly and effectively and with reason.          CRP6. Demonstrate creativity and innovation.          CRP7. Employ valid and reliable research strategies.          CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.          CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.          9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so          9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.          9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology
	Technology is integrated into math instruction



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**Language arts: reading and writing**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

through the use of chromebook apps. Teachers can also utilize the digital resources for the math online textbook.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory

**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**

- What are numbers used for?
- When are numbers compared? (Answer: All the time! For example, the ages of two people.)

- Many cultures count things in the same way.
- Every career uses numbers in some way.

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- Why are numbers important?

#### Unit Learning Targets

*Students will ...*

- 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.

#### 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.

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<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	
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.

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Physically locating places on a projected map.</li> <li>Spanish Speaking countries bingo</li> <li>Atlas activities</li> <li>Classwork/homework</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Skits</li> <li>Group projects</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>SGO: Picture prompt assessment</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Name poems</li> <li>Presentations to replace written</li> <li>Calendar project</li> <li>Season/weather posters</li> <li>Writing of short stories with terms learned</li> <li>Visual assessments</li> <li>Reading and writing short stories</li> <li>Present oral presentations without audience</li> </ul>

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



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6.3 Calendar	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 6 <sup>th</sup> 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
<p><b>Science:</b> Weather  MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><b>Math:</b> Birthday graph, number sentences  6.EE Expression and Equations  C. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.  <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p> <p><b>Art:</b> Drawings  1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and</p>	<p>CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.  9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions</p>
	Technology
	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.



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art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)

**Theatre:Skits**

1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

**Music: Alphabet song, weather song**

1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory

**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**

- How does writing the date in the target language differ from the USA?
- What are the differences between seasons (reverse seasons) in target language countries and how they affect the layout of the school year?
- How do holidays compare and contrast in the USA and target language countries?

**Unit Enduring Understandings**

- 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**

*Students will ...*

- 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.



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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)
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**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			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Skits</li> <li>Group projects</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>SGO: Picture prompt assessment</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Map project</li> <li>Presentations to replace written</li> <li>Math number line</li> <li>Writing of short stories with terms learned</li> <li>Visual assessments</li> <li>Reading and writing short stories</li> <li>Present oral presentations without audience</li> </ul>

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



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- Sr. Jordan website videos.
- Jim Nailon website videos.
- Basho & Friends website videos.
- A is for Amigos, LLC website videos.
- Rockalingua website videos.

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6.4 Classroom Environment	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 6 <sup>th</sup> Grade
Unit Summary	
<p>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.</p>	
Interdisciplinary Connections	21st Century Themes
<p><b>Language Arts:</b> Parts of speech.          NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>B. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>Art:</b> Classroom object drawings.          1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and</p>	<p>CRP4. Communicate clearly and effectively and with reason.          CRP6. Demonstrate creativity and innovation.          CRP7. Employ valid and reliable research strategies.          CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.          CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.          9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so          9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.          9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology

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art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern)

Technology is integrated into Spanish instruction through the use of chromebook apps. Teachers can also utilize the digital resources to enhance Spanish instruction.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory

### 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.

### Unit Learning Targets

Students will ...

- Recognize spoken or written vocabulary words related to school objects, subjects, schedule, and activities.



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- 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.

### 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)
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### 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



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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.

#### 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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Skits</li> <li>Group projects</li> </ul>	<ul style="list-style-type: none"> <li>SGO: Picture prompt assessment</li> </ul>	<ul style="list-style-type: none"> <li>Classroom description paragraph</li> <li>Classroom object mini project</li> <li>Writing of short stories with terms learned</li> <li>Visual assessments</li> <li>Reading and writing short stories</li> <li>Present oral presentations without audience</li> </ul>

#### Resources

**Bradley Beach Elementary School**

**Unit 4 Guide**

**World Language Grade 6**

- Computers
- Websites
- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia
- 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**  
**Curricular Map**  
 World Language Grade 7

Unit / Topic	Pacing / Standards (40 min periods)
<u>Z.1</u> Greetings	Marking Period 1
<u>Z.2</u> Body	Marking Period 2
<u>Z.3</u> Clothing	Marking Period 3
<u>Z.4</u> Leisure Activities	Marking Period 4

Accommodations and Differentiation	
<b>504 Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> </ul>	<b>IEP Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> </ul>



**Bradley Beach Elementary School**  
**Curricular Map**

**World Language Grade 7**

<ul style="list-style-type: none"> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>Students at Risk of Failure</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one-on-one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given</li> </ul>
<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> </ul>	<p><b>Additional ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Pre-teach or pre-view vocabulary.</li> </ul>



# Bradley Beach Elementary School Curricular Map

## World Language Grade 7

<ul style="list-style-type: none"> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc.,).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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**Bradley Beach Elementary School**  
**Unit 1 Guide**  
World Language Grade 7

7.1 Greetings	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 8 <sup>th</sup> 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
<p>Language Arts; Social Studies.</p> <p><b>Social Studies:</b>  6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>English Language Arts:</b>  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>Math:</b>  4.OA.A. Use the four operations with whole numbers to solve problems.  4.OA.C. Generate and analyze patterns.  4.NBTB. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.  9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology
	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>



**Bradley Beach Elementary School****Unit 1 Guide****World Language Grade 7**

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**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**

- 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?

**Unit Enduring Understandings**

- 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**

Students will ...

- 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.
- 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.

**Learning Targets**

**Bradley Beach Elementary School**  
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World Language Grade 7

**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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	



**Bradley Beach Elementary School**  
**Unit 1 Guide**  
*World Language Grade 7*

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**

<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Benchmark Assessments</b>	<b>Alternative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Interpretive Unit Test listening- students will hear the names of various people spelled and will have to write the name. Students will hear a series of phone numbers and will write the phone number.</li> <li>Interpretive Unit Test reading- <ul style="list-style-type: none"> <li>Students will be given a series of introduction statements with blanks. They will have to fill in the blanks with the missing words.</li> <li>Students will read a conversation in which two people are introducing themselves to one another. Students will complete true/false statements and will correct the false statements by</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 7th grade students will work towards attaining mastery of 7th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>

Bradley Beach Elementary School

Unit 1 Guide

World Language Grade 7

	<p>citing the reading. They will also answer questions about the reading in Spanish.</p> <ul style="list-style-type: none"><li>• Interpersonal Unit Test speaking- students will work in pairs to perform 2 dialogues (1 formal and 1 informal) in which they will make introductions.</li><li>• Presentational Unit Test writing- students will write a note introducing themselves as the mentor to a new student in their school who only speaks Spanish.</li></ul>		
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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 7

7.2 The Body	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 8 <sup>th</sup> 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
<p>Mathematics; Health &amp; Nutrition, Science. Language Arts; Mathematics; Social Studies; Art.</p> <p>Language Arts; Social Studies.</p> <p><b>Social Studies:</b> 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>English Language Arts:</b> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>Math:</b> 4.OA.A. Use the four operations with whole numbers to solve problems. 4.OA.C. Generate and analyze patterns.</p>	<p>Global Awareness and comparisons; Reading comprehension; Speculative conclusions; Critical thinking; Life skills.</p> <p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology
	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).



**Bradley Beach Elementary School**

**Unit 2 Guide**

*World Language Grade 7*

4.NBTB. Use place value understanding and properties of operations to perform multi-digit arithmetic.	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
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**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.

<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do you describe physical appearance?</li> <li>• How do stereotypes affect cultures?</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary words related to parts of the body.</li> <li>• Differences in word order for nouns and adjectives in English vs. target languages.</li> <li>• Understanding gender agreement and use of articles.</li> </ul>

**Unit Learning Targets**

Students will ...

- 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.

**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.

**Bradley Beach Elementary School**

**Unit 2 Guide**

**World Language Grade 7**

**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).

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	
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.

# Bradley Beach Elementary School

## Unit 2 Guide

### World Language Grade 7

#### Evidence of Learning

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Role play/skits</li> <li>• Thumbs up/down</li> <li>• White boards</li> <li>• Open-ended questions</li> <li>• Group/pair activities</li> <li>• Exit cards</li> <li>• Class discussion</li> <li>• Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Quizzes</li> <li>• Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• By the middle of the marking period, 7th grade students will work towards attaining mastery of 7th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>• Present oral presentations without audience</li> </ul>

#### 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 3 Guide**  
 World Language Grade 7

<b>7.3 Clothing</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 8 <sup>th</sup> Grade
<b>Unit Summary</b>	
<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>	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>Language Arts; Social Studies; Mathematics            Language Arts; Social Studies.</p> <p><b>Social Studies:</b>            6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p><b>English Language Arts:</b>            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.            RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.            NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.            NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.            NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>Math:</b>            4.OA.A. Use the four operations with whole numbers to solve problems.            4.OA.C. Generate and analyze patterns.            4.NBTB. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>CRP4. Communicate clearly and effectively and with reason.            CRP6. Demonstrate creativity and innovation.            CRP7. Employ valid and reliable research strategies.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.            9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so            9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.            9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.            9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.            9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>
	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

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**Unit 3 Guide**

**World Language Grade 7**

		<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
<b>College and Career Readiness</b>		
<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>		
<b>Unit Rationale</b>		
<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>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What is currency?</li> <li>• Are clothing preferences culturally dependent? Explain.</li> <li>• Why is value important when shopping?</li> <li>• Does clothing change based on weather/seasons?</li> </ul>		<ul style="list-style-type: none"> <li>• Gestures in one culture may not have the same meaning in another.</li> <li>• Each country or economic community has its own currency.</li> <li>• Clothing style can vary from one country to another.</li> </ul>
<b>Unit Learning Targets</b>		
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Identify and describe pieces of clothing in the target language.</li> <li>• Understand and interpret written and spoken language about shopping for clothing.</li> <li>• Compare and contrast cultural products, practices, and perspectives related to shopping.</li> <li>• Exchange information about ways to shop for value with peers.</li> </ul>		

**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.

# Bradley Beach Elementary School

## Unit 3 Guide

### World Language Grade 7

**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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	
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.



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World Language Grade 7

Evidence of Learning

Formative Assessments	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"><li>• Teacher observation</li><li>• Role play/skits</li><li>• Thumbs up/down</li><li>• White boards</li><li>• Open-ended questions</li><li>• Group/pair activities</li><li>• Exit cards</li><li>• Class discussion</li><li>• Observation during speaking activities</li></ul>	<ul style="list-style-type: none"><li>• Projects</li><li>• Quizzes</li><li>• Oral Presentations</li></ul>	<ul style="list-style-type: none"><li>• By the middle of the marking period, 7th grade students will work towards attaining mastery of 7th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li></ul>	<ul style="list-style-type: none"><li>• Present oral presentations without audience</li></ul>

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 4 Guide

### World Language Grade 7

7.4 Leisure Activities	
Target Course / Grade Level	Novice-Mid (NM) Language Learner / 8 <sup>th</sup> 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
<p>Language Arts; Social Studies; Music; Art</p> <p><b>Social Studies:</b>  6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.  6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.  6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>English Language Arts:</b>  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.  9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions</p>
	Technology

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*World Language Grade 7*

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.  
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**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 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.

**Unit Essential Questions**

- 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?

**Unit Enduring Understandings**

- Music, dance and art vary by culture.
- All cultures have leisure activities.
- Gestures expressing likes and dislikes are multicultural.

**Unit Learning Targets**

Students will ...

- 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.

**Learning Targets**



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## Unit 4 Guide

### World Language Grade 7

**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)
<b>Interpretive Mode</b>	
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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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	

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## Unit 4 Guide

### World Language Grade 7

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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Interpretive Unit Test (Listening) - students will listen to an audio of a student talking about his school day and will respond to comprehension questions.</li> <li>Interpretive Unit Test (Reading) – students will read an authentic school schedule from a Spanish-speaking country and will answer True/False statements and will correct the false statements citing evidence from the schedule. Students will also respond to questions about the school schedule in Spanish.</li> <li>Interpersonal Unit Test (Speaking) -</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 7th grade students will work towards attaining mastery of 7th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>

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World Language Grade 7

	<p>students will converse in pairs about their school day, their preferences, and the materials they need for their favorite class.</p> <ul style="list-style-type: none"><li>● Presentational Unit Test (Writing) – Students will research the school system in a Spanish-speaking country and will give the following information in Spanish: the name of the country and its location, the capital of the country, the month school starts and school ends, the months in which students have breaks during the school year, the number of days students go to school a week and identify the specific days students attend school, the main subjects students learn. Using this information, students will write a paragraph comparing/contrasting the school system in the country they researched to their own (paragraph to be completed in English).</li></ul>		
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Bradley Beach Elementary School  
Unit 4 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**  
**Curriculum Map**  
World Language Grade 8

Unit / Topic	Pacing / Standards (40 min periods)
<u>8.1</u> All About Me	Marking Period 1
<u>8.2</u> Family & Celebrations	Marking Period 1
<u>8.3</u> House & Home	Marking Period 2
<u>8.4</u> Restaurant	Marking Period 3
<u>8.5</u> Travel	Marking Period 4

Accommodations and Differentiation	
<b>504 Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> </ul>	<b>IEP Accommodations:</b> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grade 8

<ul style="list-style-type: none"> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> </ul>	<p><b>Students at Risk of Failure</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one-on-one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>



# Bradley Beach Elementary School Curriculum Map

## World Language Grade 8

<ul style="list-style-type: none"> <li>Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Oral prompts can be given</li> </ul>
<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>Provide extended time.</li> <li>Assign preferential seating.</li> <li>Assign peer buddy who the student can work with.</li> <li>Check for understanding frequently.</li> <li>Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc..).</li> <li>Have student repeat directions.</li> <li>Make vocabulary words available during classwork and exams.</li> <li>Use study guides/checklists to organize information.</li> <li>Repeat directions.</li> <li>Increase one-on-one conferencing.</li> <li>Allow student to listen to an audio version of the text.</li> <li>Give directions in small, distinct steps.</li> <li>Allow copying from paper/book.</li> <li>Give student a copy of the class notes.</li> <li>Provide written and oral instructions.</li> <li>Differentiate reading levels of texts (e.g., Newsela).</li> <li>Shorten assignments.</li> <li>Read directions aloud to student.</li> <li>Give oral clues or prompts.</li> <li>Record or type assignments.</li> <li>Adapt worksheets/packets.</li> <li>Create alternate assignments.</li> <li>Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>Allow student to resubmit assignments.</li> <li>Use small group instruction.</li> <li>Simplify language.</li> <li>Provide scaffolded vocabulary and vocabulary lists.</li> <li>Demonstrate concepts possibly through the use of visuals.</li> <li>Use manipulatives.</li> <li>Emphasize critical information by highlighting it for the student.</li> </ul>	<p><b>Additional ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>Pre-teach or pre-view vocabulary.</li> <li>Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>Provide audio versions of the textbooks.</li> <li>Highlight textbooks/study guides.</li> <li>Use supplementary materials.</li> <li>Give assistance in note taking</li> <li>Use adapted/modified textbooks.</li> <li>Allow use of computer/word processor.</li> <li>Allow student to answer orally, give extended time (time-and-a-half).</li> <li>Allow tests to be given in a separate location (with the ESL teacher).</li> <li>Allow additional time to complete assignments and/or assessments.</li> <li>Read question to student to clarify.</li> <li>Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>Modify the format of assessments.</li> <li>Shorten test length or require only selected test items.</li> <li>Create alternative assessments.</li> <li>On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>



**Bradley Beach Elementary School**  
**Curriculum Map**  
**World Language Grade 8**

- Use graphic organizers.

# 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 <sup>th</sup> Grade
Unit Summary	
<p>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.</p>	
Interdisciplinary Connections	21st Century Themes
<p>Language Arts; Social Studies.</p> <p><b>Social Studies:</b></p> <p>6.1.PD.1 Describe characteristics of oneself, one's family, and others.</p> <p>6.1.PD.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>English Language Arts:</b></p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Global connections and awareness; Literacy; Life skills; Higher-level-thinking skills.</p> <p>Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	Technology
	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>

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<p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Math:</b>  <b>4.OA.A.</b> Use the four operations with whole numbers solve problems.  <b>4.OA.C.</b> Generate and analyze patterns.  <b>4.NBT.B.</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p><b>Comprehensive Health and Physical Education:</b>  <b>2.1.12.A.1</b> Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.  <b>2.2.8.A.1</b> Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations</p>	<p><b>8.1.2.C.1</b> Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
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### 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"> <li>• How do you introduce yourself?</li> <li>• What words would you use to describe yourself?</li> <li>• How do you identify yourself?</li> <li>• How do you describe your environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences when addressing adults / friends.</li> <li>• People's personality traits vary and are not necessarily related to culture.</li> <li>• Differences in word order in target language.</li> </ul>

### Unit Learning Targets

Students will ...

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- 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.

### 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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized



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	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.
<b>Presentational Mode</b>	
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.

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Interpretive Unit Test- Students will skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities. Students will hear what students from Spain like to do and will select the picture or pictures that represent what each student likes to do.</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 8th grade students will work towards attaining mastery of 8th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> <li>Students will list culturally specific and personal pastime activities and create a multimedia presentation about them in Spanish.</li> </ul>

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	<ul style="list-style-type: none"><li>○ Interpersonal- Students will ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.</li></ul>		
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Resources

- Computers
- Websites
- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia
- 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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**8.2 Family and Celebrations**

**Target Course / Grade Level**

Novice-Mid (NM) Language Learner / 8<sup>th</sup> 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

**Social Studies:**

6.1.PD.1 Describe characteristics of oneself, one's family, and others.  
 6.1.PD.3 Express individuality and cultural diversity (e.g., through dramatic play).  
 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.  
 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.  
 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  
 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**English Language Arts:**

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
 RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  
 NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Global Awareness; Civic Literacy

Global Awareness; Life skills; Economic; Financial Literacy.

CRP4. Communicate clearly and effectively and with reason.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11. Use technology to enhance productivity.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

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	Technology
<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Math:</b></p> <p>4.OA.A. Use the four operations with whole numbers solve problems.</p> <p>4.OA.C. Generate and analyze patterns.</p> <p>4.NBTB. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p><b>Comprehensive Health and Physical Education:</b></p> <p>2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations</p> <p><b>Visual and Performing Arts:</b></p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>



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accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

**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**

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

**Unit Enduring Understandings**

- 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.

- 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.

**Learning Targets**



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**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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	

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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			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 8th grade students will work towards attaining mastery of 8th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>

Resources
<ul style="list-style-type: none"> <li>Computers</li> <li>Websites</li> <li>Teacher created games, quizzes, and flashcards</li> <li>Authentic resources/materials</li> <li>Music</li> <li>Internet resources</li> <li>Realia</li> <li>Whiteboards</li> <li>SMART Board</li> <li>Teacher created activities (handouts, projects, etc.)</li> </ul>



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- District selected textbooks
- wordreference.com
- <http://www.quia.com>
- <http://www.quizlet.com>
- <http://getkahoot.com>

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<b>8.3 House &amp; Home</b>	
<b>Target Course / Grade Level</b>	<b>Novice-Mid (NM) Language Learner / 8<sup>th</sup> Grade</b>
<b>Unit Summary</b>	
<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>	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p>Language Arts; Mathematics; Social Studies; Science; Performing Arts</p> <p><b>Social Studies:</b>  6.1.P.D.1 Describe characteristics of oneself, one's family, and others.  6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).  6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.  6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>English Language Arts:</b>  RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>	<p>Global Awareness; Civic Literacy; Financial, Economic, Business, and Entrepreneurial Literacy  Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.  9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>
	<p>8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.</p>

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information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### Comprehensive Health and Physical Education:

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations
- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
- 2.4.6.A.1. Compare and contrast how families may change over time.
- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

### 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 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.

#### Unit Essential Questions

- What are the rooms in a house and what are they used for?
- How does climate impact the ways homes are designed and constructed?

#### Unit Enduring Understandings

- Home construction is more dependent on climate than culture.
- The way in which a house is decorated is dependent on culture.



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#### Unit Learning Targets

Students will ...

- 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..

#### 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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	

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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.

**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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>Interpretive Unit Test- Interpretive- Students will skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to the home.</li> <li>Interpersonal- Students will ask and respond to simple questions related to the home and food in</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 8th grade students will work towards attaining mastery of 8th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>

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	<p>the home and target cultures.</p> <ul style="list-style-type: none"> <li>○ Presentational- Students will create an oral or written presentation pertaining to home life in the target language culture.</li> </ul>		
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Resources

- Computers
- Websites
- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia
- Whiteboards
- SMART Board
- Teacher created activities (handouts, projects, etc.)
- District selected textbooks
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<b>8.4 Restaurant</b>	
<b>Target Course / Grade Level</b>	Novice-Mid (NM) Language Learner / 8 <sup>th</sup> Grade
<b>Unit Summary</b>	
<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>	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p><b>Social Studies:</b>          6.1.4.A.14. Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.          6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.          6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.          6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people.          6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.          6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.          6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>English Language Arts:</b>          RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.          NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.          NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.          NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.          W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy          Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.          CRP6. Demonstrate creativity and innovation.          CRP7. Employ valid and reliable research strategies.          CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.          CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.          9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so          9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.          9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
	<b>Technology</b>
	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

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<p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
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### 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 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.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>What is the origin of certain foods?</li> <li>Where can restaurants be found?</li> <li>Who, typically, shares meals together?</li> <li>When do people go to restaurants?</li> <li>Why are restaurants popular?</li> </ul>	<ul style="list-style-type: none"> <li>Most cultures use restaurants as places where families and friends gather.</li> <li>The cuisine of restaurants is determined by cultural likes and dislikes.</li> <li>Culture influences what one eats at different mealtimes.</li> <li>The time of day in which people eat different meals is determined by culture.</li> </ul>

### Unit Learning Targets

Students will ...

- 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.
- Create and present a restaurant menu to the class.

### Learning Targets

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**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)
<b>Interpretive Mode</b>	
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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.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.
<b>Presentational Mode</b>	



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### World Language Grade 8

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	Summative Assessments	Benchmark Assessments	Alternative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities</li> </ul>	<ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Interpretive Unit Test:               <ul style="list-style-type: none"> <li>Students will skim and scan target language authentic materials to identify classroom items and furniture and their location.</li> <li>Students will use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.</li> </ul> </li> <li>Interpersonal Unit Test:               <ul style="list-style-type: none"> <li>Students will ask and respond to memorized questions about classroom items and furniture and their location</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the marking period, 8th grade students will work towards attaining mastery of 8th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>

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	<p>within the classroom.</p> <ul style="list-style-type: none"><li>o Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.</li><li>• Presentational Unit Test: Produce a written (in a Venn Diagram) or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.</li></ul>		
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Resources

- Computers
- Websites
- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia
- Whiteboards
- SMART Board
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<b>8.5 Travel</b>	
<b>Target Course / Grade Level</b>	<b>Novice-Mid (NM) Language Learner / 8<sup>th</sup> Grade</b>
<b>Unit Summary</b>	
<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>	
<b>Interdisciplinary Connections</b>	<b>21st Century Themes</b>
<p><b>Social Studies:</b>  6.1.4.A.14. Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.  6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.  6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.  6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people.  6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.  6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>English Language Arts:</b>  RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>	<p>Global Awareness; Life skills; Economic; Financial Literacy.</p> <p>CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.  9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>



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<p>information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p style="text-align: center;"><b>Technology</b></p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
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**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 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 the 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 the 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.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• How many official target language countries are there?</li> <li>• What does the layout of a typical town look like in most target language countries?</li> <li>• What is a preposition?</li> <li>• Why do people go on a vacation?</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of and uses of a preposition</li> <li>• Location of the target language countries.</li> <li>• How to give and receive directions.</li> <li>• Cultural facts about various places in which target language is spoken.</li> <li>• Vacationing is a component of many cultures.</li> </ul>

**Unit Learning Targets**

Students will ...

- Recognize gestures related to prepositions.
- Identify places on a map and determine their relative locations.
- Understand and interpret written and spoken language about vacationing.

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- 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.

### 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).

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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.
<b>Interpersonal Mode</b>	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.

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7.1.NM.B.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.
<b>Presentational Mode</b>	
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.

<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Role play/skits</li> <li>Thumbs up/down</li> <li>White boards</li> <li>Open-ended questions</li> <li>Group/pair activities</li> <li>Exit cards</li> <li>Class discussion</li> <li>Observation during speaking activities               <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Projects</li> <li>Quizzes</li> <li>Oral Presentations</li> <li>Interpretive Unit Test:               <ul style="list-style-type: none"> <li>Students will skim and scan target language authentic materials to identify classroom items and furniture and their location.</li> <li>Students will use physical movement, props or drawings to demonstrate understanding of target language directions related to location of</li> </ul> </li> </ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>By the middle of the marking period, 8th grade students will work towards attaining mastery of 8th grade vocabulary for socialization, school life, calendar/weather, and friends/family</li> </ul>	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Present oral presentations without audience</li> </ul>



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	<p>classroom items and furniture.</p> <ul style="list-style-type: none"> <li>o Interpersonal Unit Test:</li> <li>o Students will ask and respond to memorized questions about classroom items and furniture and their location within the classroom.</li> <li>o Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.</li> <li>• Presentational Unit Test: Produce a written (in a Venn Diagram) or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.</li> </ul>		
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**Resources**

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- Computers
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