

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
 (Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Levels: K - 5
Unit 1 - Socialization	K-5
Unit 2 – School Life	K-5
Unit 3 – Calendar & Weather	K-5
Unit 4 – Friends & Family	K-5
Date Created: 7/19/16	
Created by:	Sharon Anselmo, Brittany Bucco, Marisela Gittler, Maria Janusz, Martine Jean-Louis, Gissela Malgeri, Diane Roberts, Catherine Salas, Dawn Smith, Rosa Warfel
Board Approved on:	9/12/16

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Level: K
Unit 1 - Socialization	Ongoing
Unit 2 – School Life	Ongoing
Unit 3 – Calendar & Weather	Ongoing
Unit 4 – Friends & Family	Ongoing
Date Created: 7/19/16	
Board Approved on:	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 1)	
Content Area: World Languages	
Unit Title: Socialization	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten	
Unit Summary : Students will use polite words, greetings and leave-taking phrases.	
<p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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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 – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> • What are greetings? • Why is being respectful important? • What are some basic ways to communicate in the target language? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • there are many ways to communicate with someone.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • use various ways to greet another person. • use various ways to say goodbye to another person. • say please, thank you and you are welcome in the target language. • ask and respond about names • ask and respond to “How are you?” 	

Evidence of Learning

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Formative Assessments	Summative Assessments	Technology Integration
<ul style="list-style-type: none">● Student Participation● Teacher Observation● Thumbs up/down● Scale response● Group/paired activities● Face paddles● Exit ticket	<ul style="list-style-type: none">● Oral Presentations/skits● Quiz	<ul style="list-style-type: none">● Smart Board activities● Online quizzes (ie. Kahoot, Plickers)
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction● Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas● The use of multiple intelligences assignments to meet all the types of learners in my classroom.● Review and make necessary IEP modifications/504 plan● Collaborate with ESL department to make necessary modifications for ELL students Differentiation http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc <ul style="list-style-type: none">● White Board,● TPR● Graphic Organizers● Games● Flashcards● Alternative Assessments		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● White Boards● Smart boards● Teacher created activities (handouts, projects, interactive notebook, etc.)● Songs/music● Video clips● Literature● District selected textbook or series		
Teacher Notes: http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners) http://www.wordreference.com (reputable translation website)		

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<http://www.quia.com> (practice quizzes and vocabulary reinforcement)

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 2)	
Content Area: World Languages	
Unit Title: School Life	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten	
<p>Unit Summary: Students will understand and identify basic school objects, using some colors and numbers through five, and people.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.		
Interpersonal Mode – Strand B			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
Presentational Mode – Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What objects are used in a classroom? ● Who is in the classroom? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are many ways to describe objects. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What objects are used in a classroom? ● Who is in the classroom? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are many ways to describe objects.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What objects are used in a classroom? ● Who is in the classroom? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are many ways to describe objects. 		
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● identify classroom object and people. ● count from zero to five. ● use some basic colors to describe objects. 			

Evidence of Learning		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Thumbs up/down 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Oral Presentations/skits ● Quiz 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Smart Board activities ● Online quizzes (ie. Kahoot, Plickers)

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- Scale response
- Group/paired activities
- Face Paddles
- Exit tickets

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Collaborate with ESL department to make necessary modifications for ELL students

Differentiation

<http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc>

- White Board,
- TPR
- Graphic Organizers
- Games
- Flashcards
- Alternative Assessments

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

- Computers
- Websites
- White Boards
- Smart boards
- Teacher created activities (handouts, projects, interactive notebook, etc.)
- Songs/music
- Video clips
- Literature (Azul el Sombrero, Verde el Sombrero, Oso Pardo for example)
- District selected textbook or series

Teacher Notes:

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners)

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 3)	
Content Area: World Languages	
Unit Title: Calendar & Weather	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten	
<p>Unit Summary : Students will be able to identify some calendar and weather vocabulary.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands,

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	and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
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7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> How would you describe the weather outside today? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> Calendars are used to get information about each day. Holidays are associated with calendar dates. Holidays may be celebrated differently in other cultures.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> use various weather terms (sunny, hot, cold, good, bad weather) be exposed to days of the week, today, tomorrow and yesterday compare how holidays are celebrated 	

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Formative Assessments <ul style="list-style-type: none">● Student Participation● Teacher Observation● Thumbs up/down● Scale response● Group/paired activities● Calendar activity● Exit ticket	Summative Assessments <ul style="list-style-type: none">● Oral Presentations/skits● Quiz	Technology Integration <ul style="list-style-type: none">● Smart Board activities● Online quizzes (ie. Kahoot, Plickers)
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction● Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas● The use of multiple intelligences assignments to meet all the types of learners in my classroom.● Review and make necessary IEP modifications/504 plan● Collaborate with ESL department to make necessary modifications for ELL students Differentiation http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc <ul style="list-style-type: none">● White Board,● TPR● Graphic Organizers● Games● Flashcards● Alternative Assessments		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers/smart boards/websites● White Board● Teacher created activities (handouts, projects, interactive notebook, etc.)● Songs/music● Video clips https://www.youtube.com/watch?v=t_87PkQ3WLM los monstros todo salen en Halloween● https://www.teacherspayteachers.com/Product/Peppers-Paper-Pumpkin-Decoration-for-Thanksgiving-and-Other-Holidays-1539541 free● Literature (<u>Azul el Sombrero, Verde el Sombrero, Oso Pardo</u> for example)<ul style="list-style-type: none">● District selected textbook or series		
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 4)	
Content Area: World Languages	
Unit Title: Friends & Family	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/Kindergarten	
<p>Unit Summary: Students will be able to identify some family members and common pets.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
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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.
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Interpersonal Mode – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
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Presentational Mode – Strand C	
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Unit Essential Questions <ul style="list-style-type: none"> ● What is a family? ● What are typical pets? ● What makes a good friend? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Families are comprised of different members ● Families may celebrate holidays and events differently ● Families can live in different places
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● Exchange information about their family members and pets. ● Identify family members and various pets. 	

Evidence of Learning		
Formative Assessments <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation 	Summative Assessments <ul style="list-style-type: none"> ● Oral Presentations/skits ● Quiz 	Technology Integration <ul style="list-style-type: none"> ● Smart Board activities ● Online quizzes (ie.

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Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
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Unit 3 – Calendar & Weather	Ongoing
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 1)	
Content Area: World Languages	
Unit Title: Socialization	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade	
<p>Unit Summary : Students will use polite words, greetings and leave-taking phrases.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands,

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	and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.	
Interpersonal Mode – Strand B		
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
Presentational Mode – Strand C		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What are ways to greet someone? ● Why is being respectful important? ● What are some basic ways to communicate in the target language? ● How would you tell someone how you feel in the target language? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● there are many ways to communicate with someone.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● use various ways to greet another person. ● use various ways to say goodbye to another person. ● say please, thank you and you are welcome in the target language. 		

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- be able to introduce themselves and someone else.

Evidence of Learning

Formative Assessments	Summative Assessments	Technology Integration
<ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Thumbs up/down ● Scale response ● Group/paired activities ● Face paddles 	<ul style="list-style-type: none"> ● Oral Presentations/skits ● Quiz 	<ul style="list-style-type: none"> ● Smart Board activities ● Online quizzes (ie. Kahoot, Plickers)

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
 - Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas
 - The use of multiple intelligences assignments to meet all the types of learners in my classroom.
 - Review and make necessary IEP modifications/504 plan
 - Collaborate with ESL department to make necessary modifications for ELL students
- Differentiation
- <http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc>
- White Board,
 - TPR
 - Graphic Organizers
 - Games
 - Flashcards
 - Alternative Assessments

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

- Computers
- Websites
- White Boards
- Smart boards
- Teacher created activities (handouts, projects, interactive notebook, etc.)
- Songs/music
- Video clips

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- Literature
 - District selected textbook or series

Teacher Notes:

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners)

<http://www.wordreference.com> (reputable translation website)

<http://www.quia.com> (practice quizzes and vocabulary reinforcement)

<http://www.quizlet.com> (quiz generator and practice)

www.holasenorjuan.com (site of activities geared to 3, 4, 5 year olds)

www.funforspanishteachers.blogspot.com

www.lightbulblanguages.co.uk

teachers pay teachers

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 2)	
Content Area: World Languages	
Unit Title: School Life	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade	
<p>Unit Summary: Students will understand and identify basic school objects, using some colors and numbers through five, and people.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands,

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	and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.	
Interpersonal Mode – Strand B		
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
Presentational Mode – Strand C		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● What objects are used in a classroom? ● Who is in the classroom? ● Who is in the school? ● Are classrooms the same everywhere? ● How is school different in other countries? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● there are many ways to describe objects. ● school objects are used in various ways. ● school environments vary from country to country.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● identify classroom objects and people. ● count from zero to ten. ● use some basic colors to describe objects. 		

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- use verbs associated with the school objects.

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Evidence of Learning		
Formative Assessments <ul style="list-style-type: none">● Student Participation● Teacher Observation● Thumbs up/down● Scale response● Group/paired activities● Paddle faces	Summative Assessments <ul style="list-style-type: none">● Oral Presentations/skits● Quiz	Technology Integration <ul style="list-style-type: none">● Smart Board activities● Online quizzes (ie. Kahoot, Plickers)
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction● Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas● The use of multiple intelligences assignments to meet all the types of learners in my classroom.● Review and make necessary IEP modifications/504 plan● Collaborate with ESL department to make necessary modifications for ELL students Differentiation http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc <ul style="list-style-type: none">● White Board,● TPR● Graphic Organizers● Games● Flashcards● Alternative Assessments		

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 3)	
Content Area: World Languages	
Unit Title: Calendar & Weather	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade	
<p>Unit Summary: Students will be able to identify some calendar and weather vocabulary.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands,

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	and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.	
Interpersonal Mode – Strand B		
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
Presentational Mode – Strand C		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions <ul style="list-style-type: none"> ● How would you tell all about today? (day, month, date, weather) 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Calendars are used to get information about each day. ● Holidays are associated with calendar dates. ● Holidays may be celebrated differently in other cultures.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> ● use various weather terms ● use days of the week, today, tomorrow and yesterday ● compare how holidays are celebrated 		

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Evidence of Learning		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student Participation ● Teacher Observation ● Thumbs up/down ● Scale response ● Group/paired activities ● Calendar activity ● Exit ticket 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Oral Presentations/skits ● Quiz 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Smart Board activities ● Online quizzes (ie. Kahoot, Plickers)
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction ● Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas ● The use of multiple intelligences assignments to meet all the types of learners in my classroom. ● Review and make necessary IEP modifications/504 plan ● Collaborate with ESL department to make necessary modifications for ELL students <p>Differentiation</p> <p>http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc</p> <ul style="list-style-type: none"> ● White Board, ● TPR ● Graphic Organizers ● Games ● Flashcards ● Alternative Assessments 		
<p>Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> ● Computers ● Websites ● White Boards ● Smart boards ● Teacher created activities (handouts, projects, interactive notebook, etc.) ● Songs/music ● Video clips https://www.youtube.com/watch?v=9nyuTTn6hVM (days of week) ● https://www.youtube.com/watch?v=GI9r8ez34kM weather ● https://www.youtube.com/watch?v=2LOYM3rC9t4 seasons ● https://www.teacherspayteachers.com/Product/Day-of-the-Dead-with-Pepper-384537/ ● https://www.teacherspayteachers.com/Product/FREE-Spanish-Days-and-Months-Go-Fish-Card-Game-234426 		

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Senor Jordan videos on you tube

- Literature (Manana Iguana, Hungry Caterpillar, Count on Culebra for example)
- From Teachers Pay Teachers site: free book...Tengo Frio

- District selected textbook or series

Teacher Notes:

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners)

<http://www.wordreference.com> (reputable translation website)

<http://www.quia.com> (practice quizzes and vocabulary reinforcement)

<http://www.quizlet.com> (quiz generator and practice)

www.holasenorjuan.com (site of activities geared to 3, 4, 5 year olds)

www.funforspanishteachers.blogspot.com

www.lightbulblanguages.co.uk

teachers pay teachers

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 4)	
Content Area: World Languages	
Unit Title: Friends & Family	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/First Grade	
<p>Unit Summary : Students will be able to identify some family members and common pets.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Culture, Technology, Performing Arts For more information see: http://www.state.nj.us/education/cccs/</p> <p>College and Career Readiness: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global Awareness, Communication and Collaboration, Creativity and Innovation For more information see: http://www.state.nj.us/education/aps/cccs/career/</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode – Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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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 – Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational Mode – Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> ● What is a family? ● What are typical pets? ● What other animals are there? ● What makes a good friend? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Families are comprised of different members ● Families may celebrate holidays and events differently ● Families can live in different places ● Animals belong to different groups

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Unit Learning Targets (Objectives)

Students will ...

- Exchange information about their family members and pets.
- Identify family members and various pets.
- Use some descriptive words for family and animals

Evidence of Learning

Formative Assessments

- Student Participation
- Teacher Observation
- Thumbs up/down
- Scale response
- Group/paired activities
- Calendar activity
- Exit ticket

Summative Assessments

- Oral Presentations/skits
- Quiz

Technology Integration

- Smart Board activities
- Online quizzes (ie. Kahoot, Plickers)

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Collaborate with ESL department to make necessary modifications for ELL students

Differentiation

<http://daretodifferentiate.wikispaces.com/file/view/Differentiationlow%26high+prep+ways.doc>

- White Board,
- TPR
- Graphic Organizers
- Games
- Flashcards
- Alternative Assessments

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

- Computers
- Websites
- White Boards
- Smart boards
- Teacher created activities (handouts, projects, interactive notebook, etc.)
- Songs/music

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- Video clips
- Literature Mi familia y yo, The Best Mariachi in the World, for example
 - District selected textbook or series

Teacher Notes:

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf (performance indicators for language learners)

<http://www.wordreference.com> (reputable translation website)

<http://www.quia.com> (practice quizzes and vocabulary reinforcement)

<http://www.quizlet.com> (quiz generator and practice)

www.holasenorjuan.com (site of activities geared to 3, 4, 5 year olds)

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teachers pay teachers

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OCEAN COUNTY WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Level: 2
Unit 1: Socialization	Ongoing
Unit 2: School Life	Ongoing
Unit 3: Calendar & Weather	Ongoing
Unit 4: Friends & Family	Ongoing
Date Created: 7/19/2016	
Board Approved on:	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
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Ocean County World Language Curriculum Unit 1	
Content Area: World Language	
Unit Title: Socialization	
Target Course/Grade Level: 2	
<p>Unit Summary In this unit the student will greet people in target language using culturally authentic expressions and vocabulary.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Art, and Drama</p> <p>21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p> <p>Technology connections: 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)

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 .

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

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.
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.
<p>Unit Essential Questions</p> <p>How do you greet and say farewell to someone in the target language?</p> <p>• How do you express how you're feeling?</p>	<p>Unit Enduring Understandings</p> <p>• The learner will be able to greet people in the target language using culturally authentic expressions and vocabulary.</p>
<p>Unit Objectives</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Give appropriate verbal answers in the target language. • respond to common greetings and farewells • recognize vocabulary related to greetings, farewells, and introductions • express various physical feelings when asked • “How are you?” in target language • understand and articulate proper usage of words and phrases used as courtesy • expressions in conversations • identify and pronounce letters of the alphabet. 	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Oral Assessments
- Question / Answer

Summative Assessments

- Projects / Rubrics
- Oral Presentation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in the classroom.
- Review and make necessary IEP modifications/504 plan.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.

Collaborate with ESL department to make necessary modifications for ELL students.

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher

Resources:

- Access to internet
- Overhead projector
- Computer projector
- Videos / CD's
- The ability to make a significant amount of copies/handouts for students
- Teacher website
- Student software
- Available student computer lab
- Whiteboards
- Interactive whiteboard
- Tablets

Teacher Notes:

- Students perform simple skits using greetings
- Use hand puppets with dialogue
- Students take turns miming different feelings and fellow students interpret his/her feelings
- Student dialogue about feeling between themselves and with the teacher

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

- Play “Charades”
- Teacher-made materials
- Problem Based Learning Projects
- Ball Toss game (use a beach ball and students toss the ball asking How are you? What is your name? student who catches the ball answers)
- Enchanted Learning - <http://www.enchantedlearning.com>
- www.onlinefreespanish.com
- Basho music video with greetings: <https://www.youtube.com/watch?v=bFIJN5mkRG4>
- Language videos & resources for children: www.123teachme.com

http://www.123teachme.com/learn_spanish/spanish_videos_for_children

- Theme based resources for teachers and students: www.spanishtown.ca
- www.frenchappsforkids.blogspot.com

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM (Unit 2)	
Content Area: World Language	Grade: 2
Unit Title: School Life	
Target Course/ Grade level: 2	
<p>Unit Summary: Students will identify classroom objects in the target language.</p> <p>Primary interdisciplinary connections: Language Arts Literacy, Math</p> <p>21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the universe. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	
CPI#	Cumulative Progress Indicators
Interpretive Mode- Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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 .

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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics
Interpersonal Mode- Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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- Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Essential Questions

- What are names for classroom objects?
- How do you request someone to do something?
- What are schools like in the countries of the target language?

Unit Enduring Understandings

- Total Physical Response (TPR) commands related to the classroom (Stand up, sit down, Take out..., Put away..., etc.)
- the differences between their schools and schools in the target language countries

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Unit Objectives

Students will

- Ask questions about people and objects.
- Identify and request classroom objects
- Understand and respond to commands and directions.
- Students will identify objects and match to word using “This is..)
- Give appropriate responses the target language (TL).
- Use “This is...”

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket
- Quizzes

Summative Assessments

- Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Computer with Internet connection, overhead projector, document camera, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, interactive whiteboard, tablets, websites

<http://www.123teachme.com>

www.onlinefreespanish.com

- Theme based resources for teachers and students: www.spanishtown.ca
- www.frenchappsforkids.blogspot.com

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Teacher Notes:

Play games:

Bingo, Backpack Race (2 Backpacks with objects related to voc. 2 Children race to take out objects Teacher calls out.),

Flyswatter (Display pictures of vocabulary, students use flyswatters to “slap” image of correct image that was called out),

Memory/concentration, Password, Simon says

Label classroom objects.

Video tape lessons

Download coloring page from www.enchantedlearning.com

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM Unit 3	
Content Area: World Language	
Unit Title: Calendar & Weather	
Target Course/GradeLevel: 2	
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.	
Primary interdisciplinary connections: ELA, Math, Art, and Drama	
21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.	
Learning Targets	
Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/	
Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	
Strands: A – Interpretive Mode, B - Interpersonal Mode, C - Presentational Mode	
CPI#	Cumulative Progress Indicators
Interpretive Mode - Strand A	
Number	Common Core Standard for Introduction
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 - Strand B	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

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 - Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How would you describe today?(day, date, weather, season) ● How is the calendar different in other countries? ● What information does a calendar provide and how is this useful? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The calendar varies from country to country. ● Traditions vary from country to country
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the days of the week and months of the year ● the difference between the target language calendar and other calendars ● major holidays in target culture ● that other countries may write the date differently than us ● count up to 31 ● vocabulary related to the 4 seasons and basic weather expression ● respond to questions related to the calendar ● compare the difference between target language calendar and other calendars ● respond to questions related to weather and seasons ● solve simple math problems in target language (TL)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Formative Assessments

- Class Participation
- Teacher Observation
- Oral Assessments
- Question/ Answer
- Quizzes

Summative Assessments

- Projects / Rubrics
- Oral Presentation

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in the classroom
- Review and make necessary IEP modifications/504 plan.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Access to internet
- <http://www.123teachme.com>
- www.onlinefreespanish.com
- Theme based resources for teachers and students: www.spanishtown.ca
- www.frenchappsforkids.blogspot.com
- Overhead projector
- Interactive whiteboard
- Trade books (i.e. “Manana Iguana” and “Counting Culebra” by Ann Paul)
- Videos / CD’s
- “Ms Lily’s Spanish” CD
- Basho (youtube music video) https://www.youtube.com/watch?v=ipIofDBI5_Y (Spanish)
- Teacher website
- Whiteboard with markers
- Copies of blank calendar template Line up by birthday and say it aloud
- Calendar flashcards
- Teachers pay teachers “Tengo Frio” powerpoint story (Spanish)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Teacher Notes:

- Display classroom poster with days, months, seasons and sample Spanish calendar
- Display classroom poster of numbers to 30
- Teacher models/students repeat (chorally/individually)
- Student state their birthday month, holiday month
- Use calendar to tell what day it is
- Sequencing
- Counting to 31
- Sing Days of the Week song to melody of “London Bridge” & “Calendar Rap” songs
- Students tell their birthday, favorite month, when holidays fall
- Create a calendar in target language
- Match with appropriate clothing word for weather or season
- Student uses the vocabulary to enter and exit the classroom
- Students perform simple skits about seasons
- Tell what the weather is like in various months and seasons
- Describe the weather and students respond with flashcards or pictures
- Teacher-made materials

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Content Area: World Language
Unit Title: Family & Friend
Target Course/ Grade Level: 2
Unit Summary: In this unit the student will name family members, friends, and pets.
Primary interdisciplinary connections: ELA, Math, Science, Social Studies, Art, and Drama
21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technology design, and the designed world, as they relate to the individual, global society and the universe.

Learning Targets

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while 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.
Sources: NJ Core Curriculum Content Standards for World Languages: <http://www.state.nj.us/education/cccs/2014/wl/>

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

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

CPI#	Cumulative Progress Indicators

Interpretive Mode - Strand A

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

	level-appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

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-Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a family in the target culture? • What is the role of the pet? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A family unit may include extended family members. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a family in the target culture? • What is the role of the pet? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A family unit may include extended family members.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What constitutes a family in the target culture? • What is the role of the pet? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A family unit may include extended family members. 		
<p>Unit Objectives</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • use vocabulary related to immediate family members, pets, and friends • state the relationship between family members • illustrate and label their family unit • role play family members • understand and use vocabulary to name common animals (pets & zoo) • express what pets he/ she has • understand and use vocabulary to identify one's friends 			

Evidence of Learning	
Formative Assessments	
<ul style="list-style-type: none"> • Class Participation • Teacher Observation • Oral Assessments 	<ul style="list-style-type: none"> • Question/ Answer • Quizzes
Summative Assessments	
<ul style="list-style-type: none"> • Projects / Rubrics • Oral Presentation 	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in the classroom.
- Review and make necessary IEP modifications/504 plan.
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Internet access
- Overhead projector
- Interactive whiteboard projector
- Videos / CD's (i.e. "Sing, Dance, and Eat Tacos" or "Sing, Dance, and Eat Quiche" CDs
<http://www.singdancelaugh.com/spanish/songs.phtml> (French and Spanish))
- Trade Books
- Flashcards (family members and animals)
- Family Tree
- Tablets and/ Chrome Book
- Whiteboard with markers
- General classroom supplies

Teacher Notes:

- Display classroom family tree poster/ flashcards
- Display classroom common animals poster/ flashcards
- Teacher models/students repeat (chorally/individually)
- Discuss family trees using flashcard/magnetic board
- Play "Head Down - What family member is missing?" memory game
- Answer true/false statements about family relations
- Create family tree - draw and label their immediate family
- Students perform simple skits using family members
- Interpret and/or translate conversations using puppets
- Use hand puppets with dialogue
- Charades: have students pantomime animals and identify them
- Guess animal from animal sounds other students make
- Create your own wacky animal poster - animal bodies are mixed up
- Play "Heads up - What animal is missing?" memory game
- Read aloud a story with expressions in Target Language (i.e. "Goldilocks and the Three Bears")
- Bingo
- Teacher-made materials

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM	
Content Area: World Language	
Course Title: World Language	Grade Level: 3
Unit 1: Socialization	Ongoing
Unit 2: School Life	Ongoing
Unit 3: Calendar & Weather	Ongoing
Unit 4: Friends & Family	Ongoing
Date Created: 7/19/2016	
Board Approved on:	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM	
Unit 1 Everyday Conversation	
Content Area: World Language	Grade: 3
Unit Title: Socialization	
Target Course/ Grade Level: 3	
<p>Unit Summary: Students will exchange greetings, farewells, and make introductions. Students will use expressions of courtesy and share their feelings.</p> <p>Primary interdisciplinary connections: Language Arts Literacy, Social Studies, Health</p> <p>21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the universe. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI#	Cumulative Progress Indicators
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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 .

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(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do introductions, polite expressions, and exchanges vary culturally? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Salutations, greetings, and gestures vary from country to country. </td> </tr> </table>		<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do introductions, polite expressions, and exchanges vary culturally? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Salutations, greetings, and gestures vary from country to country.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do introductions, polite expressions, and exchanges vary culturally? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Salutations, greetings, and gestures vary from country to country. 		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Unit Objectives

Students will be able to...

- 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.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket
- Quizzes

Summative Assessments

Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies
<http://daretodifferentiate.wikispaces.com/file/view/Differentiation-low%26high+prep+ways.doc>

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

Computer/ tablets with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, and/ or interactive whiteboard

Teacher Notes:

Teacher will model conversation. Students will partner up or use puppets to role-play. Watch videos/DVDs.

50 Ways to Use Technology: <http://www.classroomtech.org/integration/50ways.htm>

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM Unit 2 School Life	
Content Area: World Language	
Unit Title: School Life	
Target Course/ Grade Level: 3	
<p>Unit Summary: Students will expand their knowledge related to school life, be able to identify classroom objects, and respond to common classroom commands in target language.</p> <p>Primary interdisciplinary connections: Language Arts Literacy, Math</p> <p>21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the universe. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI#	Cumulative Progress Indicators
Interpretive Mode-Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Unit Essential Questions <ul style="list-style-type: none">• How does school life differ in target language countries?	Unit Enduring Understandings <ul style="list-style-type: none">• The structure of the school day, teacher-student relationships, and areas of study are different from country to country.
Unit Objectives <p><i>Students will...</i></p> <ul style="list-style-type: none">• Identify classroom objects verbally and written.• Ask questions about people and objects.• Understand and respond to commands and directions.• Students will hold up an object and match to word.• Give appropriate verbal answers in the target language.• Apply singular definite articles to nouns• Organize supplies to subject areas• Demonstrate comprehension of commands using flashcards or tangible objects.	
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none">• Class Participation• Teacher Observation• Exit ticket• Quizzes	
Summative Assessments <ul style="list-style-type: none">• Projects, Oral presentations	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">• Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.• Cooperative Learning groups• Multiple intelligences to meet all types of learners• Review and make necessary IEP modifications/504 plan• Differentiated instructional strategies	
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: <p>Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, website</p> <p>http://www.123teachme.com</p>	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

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Teacher Notes:

- Play games: Bingo, memory with flashcards, Version of “I’m Going on a Picnic and I am bringing..”, but with classroom objects, “Heads Up”, “Flyswatter”.
- Label classroom objects. Play “Simon dice”.
- Video tape lessons
- download coloring page from www.enchantedlearning.com
- online games for Interactive whiteboard and/ or tablet

MINDSNACK app

[www. Onlinefreespanish.com](http://www.Onlinefreespanish.com)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

Content Area: World Language

Unit Title: Calendar & Weather

Target Course/ Grade Level: 3

Unit Summary

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Social Studies

21st century themes:

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

21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: NJ Core Curriculum Content Standards for World Languages:

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

<http://www.state.nj.us/education/cccs/2014/wl/>

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

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

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

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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- Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none">• What information can you get from a calendar?• How do we use numbers?• How are seasons and weather different in other target language countries?	Unit Enduring Understandings <ul style="list-style-type: none">• Days of the week, months of the year are not capitalized.• TL calendars begin the week with Monday.• The order of the date is reversed in TL• Seasons are opposite in the Southern Hemisphere Countries.• Weather will be different by region, temperature and precipitation.
Unit Objectives <i>Students will...</i> <ul style="list-style-type: none">• count orally up to 50.• recite& write the months of the year, the days of the week and date.• express their birthday in TL.• identify the holidays in TL.• discuss weather and seasons.• ask and answer questions about numbers.• answer questions related to the calendar and weather.• play games involving numbers.• match weather with appropriate clothing.• Create a calendar of their favorite month using TL.• Match seasons with countries.• Give the average temperature in given country using technology.• Solve age appropriate math facts.	

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket
- Quizzes

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Summative Assessments

- Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Internet Access, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD, weather website <http://www.123teachme.com>

www.enchantedlearning.com

[Weather.com](http://www.weather.com)

Interactive whiteboard activities: www.onlinefreespanish.com

Tablets: app **MINDSNACK** app **Weather channel**

Teacher Notes:

Calendar, Play games: Bingo, Make flashcards associated with special days/holidays. Books about special days/holidays, weather pictures and flashcards

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
 (Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM Unit 4 - Friends & Family	
Content Area: World Language	
Unit Title: Friends & Family	
Target Course/Grade Level: 3	
<p>Unit Summary: This unit will expand vocabulary for family members and their relationships, friends and common animals.</p> <p>Primary interdisciplinary connections: ELA, Social Studies, Science, Health</p> <p>21st century themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the universe. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI#	Cumulative Progress Indicators
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level-appropriate, culturally authentic materials on familiar topics		
Interpersonal Mode - Strand B			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C			
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the relationship between the family members? ● What is the role of the pet? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Family structures may consist of more than the immediate family. ● The role of the pet varies from country to country. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the relationship between the family members? ● What is the role of the pet? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Family structures may consist of more than the immediate family. ● The role of the pet varies from country to country.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the relationship between the family members? ● What is the role of the pet? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Family structures may consist of more than the immediate family. ● The role of the pet varies from country to country. 		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Unit Objectives

Students will...

- use vocabulary to identify family members, and animals.
- give appropriate verbal answers in the target language.
- answer questions about family members, and animals.
- role-play and perform a skit using vocabulary words

Evidence of Learning

Formative Assessments

- Class Participation
- Teacher Observation
- Exit ticket
- Quizzes

Summative Assessments

Projects, Oral presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Computer with Internet connection, overhead projector, document camera, trade books, handouts, whiteboard with markers, general classroom supplies, posters, teacher made resources, videos, DVD

Website <http://www.123teachme.com>

Interactive whiteboard activities: www.onlinefreespanish.com

Teacher Notes:

Create a family tree. Play bingo. Make an animal mural and label. Label wordless books for animals.

Guessing games.

Graph favorite animals.

Make sounds or action for animals.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

Content Area: World Language	
Course Title: World Language	Grade Level: 4
Unit 1-Socialization	Ongoing
Unit 2-School Life	Ongoing
Unit 3-Calendar & Weather	Ongoing
Unit 4- Friends & Family	Ongoing
Date Created: 07/19/2016	
Board Approved on:	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 1)	
Content Area: World language	
Unit Title: Socialization	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 4th Grade	
<p>Unit Summary : Students will be exposed to the various common expressions, such as greetings, farewells, introductions, as well as expressions of courtesy and feelings, used in the target language.</p> <p>Primary interdisciplinary connections: Social Studies, Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.		
Interpersonal Mode - Strand B			
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C			
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the customs surrounding greetings give us insight into a particular culture? • How are cultural differences reflected in your current lifestyle? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Customs concerning greetings and leave-takings vary from country to country. • Gestures and body language are an important element of communication. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the customs surrounding greetings give us insight into a particular culture? • How are cultural differences reflected in your current lifestyle? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Customs concerning greetings and leave-takings vary from country to country. • Gestures and body language are an important element of communication.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the customs surrounding greetings give us insight into a particular culture? • How are cultural differences reflected in your current lifestyle? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Customs concerning greetings and leave-takings vary from country to country. • Gestures and body language are an important element of communication. 		
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Greet and introduce themselves to others • Recognize correct leave-taking phrases • Inquire and respond to one another • Express appropriate greetings 			

Evidence of Learning		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Role Play/Skit • Teacher Observation • Do-Now 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Quizzes • Essays 	<p>Technology Integration</p> <ul style="list-style-type: none"> • SMART Board activities • Ipad applications • Google Applications

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

<ul style="list-style-type: none">● Thumbs up/down● Scale response● Group/pair activities	<ul style="list-style-type: none">● Portfolio● Oral Presentations● Benchmark Tests	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● SMART Board● Textbooks where available● Teacher created activities		
Teacher Notes: www.getkahoot.com http://www.getkahoot.com www.plickers.com www.quia.com www.quizlet.com http://www.quizlet.com www.abcya.com		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
 (Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 2)	
Content Area: World language	
Unit Title: School Life	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 4th Grade	
<p>Unit Summary : Throughout this unit, students will communicate using vocabulary related to the school objects, school rooms, personnel, subjects, schedules, and other daily activities.</p> <p>Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode - Strand A	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

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 - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> ● How do school customs vary from culture to culture? ● How do cultural differences impact your education? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Education is important in every culture. ● School schedules (similarities and differences)
Unit Learning Targets (Objectives) <i>Students will...</i> <ul style="list-style-type: none"> • Identify and locate classroom objects • Identify school personnel and school rooms • Ask and respond to questions about school life • Respond to classroom commands 	

Evidence of Learning

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Formative Assessments <ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	Summative Assessments <ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	Technology Integration <ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● SMART Board● Textbooks where available● Teacher created activities		
Teacher Notes: www.getkahoot.com http://www.getkahoot.com www.plickers.com www.quia.com www.quizlet.com http://www.quizlet.com www.abcya.com		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 3)

Content Area: World language

Unit Title: Calendar/Weather

Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 4th Grade

Unit Summary : Throughout this unit, students will be exposed to the days of the week, months of the year, holidays, numbers, weather phrases, and clothing.

Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology

College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: NJ Core Curriculum Content Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

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

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

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

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

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Unit Essential Questions <ul style="list-style-type: none"> ● What cultural insights are gained by studying the holidays and traditions of other countries/cultures? ● How does weather and clothing vary from culture to culture? ● How does weather affect your daily activities? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● The learner will understand that the target language calendar is formed differently. ● Each culture/country has their own unique customs, holidays and traditions.
Unit Learning Targets (Objectives) <i>Students will...</i> <ul style="list-style-type: none"> • State the date • Describe the weather in target language countries • Identify clothing • Compare and contrast traditions and holidays celebrated in different countries 	

Evidence of Learning

Formative Assessments	Summative Assessments	Technology Integration
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

<ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	<ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	<ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
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Modifications (ELLs, Special Education, Gifted and Talented)

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

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

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

Teacher Notes:

www.getkahoot.com<http://www.getkahoot.com>

www.plickers.com

www.quia.com

www.quizlet.com<http://www.quizlet.com>

www.abcya.com

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
 (Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 4)	
Content Area: World language	
Unit Title: Friends and Family Life	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 4th Grade	
<p>Unit Summary: Throughout this unit, students will become familiar with vocabulary related to family members, friends, and pets.</p> <p>Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

	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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.	
Interpersonal Mode - Strand B		
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How does the family structure differ from culture to culture? ● What is the role of a pet? ● Why is family important? 		<ul style="list-style-type: none"> ● The family unit varies across cultures. ● The role of a pet may vary across cultures. ● Relationships between family members vary across cultures.
Unit Learning Targets (Objectives)		
<i>Students will...</i>		
<ul style="list-style-type: none"> • Identify family members and pets. • Describe family members and pets. • Compare and contrast family structure in different countries. 		

Evidence of Learning

Formative Assessments

Summative Assessments

Technology Integration

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

<ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	<ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	<ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
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Modifications (ELLs, Special Education, Gifted and Talented)

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

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

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

Teacher Notes:

www.getkahoot.com<http://www.getkahoot.com>

www.plickers.com

www.quia.com

www.quizlet.com<http://www.quizlet.com>

www.abcya.com

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

Content Area: World language	
Course Title: World Language	Grade Level: 5
Unit 1-Socialization	Ongoing
Unit 2-School Life	Ongoing
Unit 3-Calendar & Weather	Ongoing
Unit 4- Friends & Family	Ongoing
Date Created: 07/19/2016	
Board Approved on:	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 1)	
Content Area: World language	
Unit Title: Socialization	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 5th Grade	
<p>Unit Summary : Students will utilize various common greetings, farewells, introductions, as well as expressions of courtesy and feelings and interact with others in the target language.</p> <p>Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do the customs surrounding greetings give us insight into a particular culture? ● How are cultural differences reflected in your current lifestyle? ● How does culture affect our choices of social activities? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Customs concerning greetings and leave-takings vary from country to country. ● Gestures and body language and an important element of communication. ● Social activities vary from culture to culture.
<p>Unit Learning Targets (Objectives)</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Greet and introduce themselves to others ● Recognize correct leave-taking phrases ● Inquire and respond to one another ● Converse about their social activities. 	

Evidence of Learning

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Formative Assessments <ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	Summative Assessments <ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	Technology Integration <ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● SMART Board● Textbooks where available● Teacher created activities		
Teacher Notes: www.getkahoot.com http://www.getkahoot.com www.plickers.com www.quia.com www.quizlet.com http://www.quizlet.com www.abcya.com		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 2)

Content Area: World language

Unit Title: School Life

Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 5th Grade

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

Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology

College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.

21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: NJ Core Curriculum Content Standards for World Languages:
<http://www.state.nj.us/education/cccs/2014/wl/>

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

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

CPI # Cumulative Progress Indicator (CPI)

Interpretive Mode - Strand A

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in **culturally authentic materials** using **electronic information sources** related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

	requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> ● How do school customs vary from culture to culture? ● How do cultural differences impact your education? ● What impact does learning another language have on other areas of study? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Education is important in every culture. ● School schedules (similarities and differences) ● Interdisciplinary connections are important
Unit Learning Targets (Objectives) <i>Students will...</i> <ul style="list-style-type: none"> • Identify and locate classroom objects • Identify school personnel and school rooms • Ask and respond to questions about school life • Respond to classroom commands • Compare and contrast their school experience 	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Evidence of Learning		
Formative Assessments <ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	Summative Assessments <ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	Technology Integration <ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● SMART Board● Textbooks where available● Teacher created activities		
Teacher Notes: www.getkahoot.com http://www.getkahoot.com www.plickers.com www.quia.com www.quizlet.com http://www.quizlet.com www.abcya.com		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM (UNIT 3)	
Content Area: World language	
Unit Title: Calendar/Weather	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 5th Grade	
<p>Unit Summary : Throughout this unit, students will utilize the unit vocabulary to state the date, describe the weather, recognize numbers 0-100, discuss holidays and describe clothing.</p> <p>Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode - Strand A	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
Interpersonal Mode - Strand B	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during 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 - Strand C	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What cultural insights are gained by studying the holidays and traditions of other countries/cultures? ● How does weather and clothing vary from culture to culture? ● How does weather affect your daily activities? 	<ul style="list-style-type: none"> ● The learner will understand that the target language calendar is formed differently. ● Each culture/country has their own unique customs, holidays and traditions. ● Weather and customs impact clothing choices.
Unit Learning Targets (Objectives)	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • State the date • Identify numbers 0-100 • Describe the weather in target language countries • Describe clothing • Compare and contrast traditions and holidays celebrated in different countries 	

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

Evidence of Learning		
Formative Assessments <ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	Summative Assessments <ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	Technology Integration <ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none">● Computers● Websites● SMART Board● Textbooks where available● Teacher created activities		
Teacher Notes: www.getkahoot.com www.plickers.com www.quia.com www.quizlet.com www.abcya.com		

OCEAN COUNTY WORLD LANGUAGE CURRICULUM
(Aligned to The New Jersey World Language Student Learning Standards)

OCEAN COUNTY WORLD LANGUAGE CURRICULUM : (UNIT 4)	
Content Area: World language	
Unit Title: Friends and Family Life	
Target Course/Grade Level: Novice-Mid (NM) Language Learner/ 5th Grade	
<p>Unit Summary: Throughout this unit, students will describe family, friends and pets including personality traits and physical attributes.</p> <p>Primary interdisciplinary connections: Social Studies , Culture, Art and Drama, ELA, Technology</p> <p>College & Career Readiness: All students will demonstrate the creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>21st Century Themes: Global awareness, communication and collaborations, information literacy, health literacy, creativity and innovation, life and career skills.</p> <p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p><i>Sources: NJ Core Curriculum Content Standards for World Languages:</i> http://www.state.nj.us/education/cccs/2014/wl/</p> <p>Content Standards: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode</p>	
CPI #	Cumulative Progress Indicator (CPI)
Interpretive Mode	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally

OCEAN COUNTY WORLD LANGUAGE CURRICULUM

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

Evidence of Learning

Formative Assessments	Summative Assessments	Technology Integration
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OCEAN COUNTY WORLD LANGUAGE CURRICULUM

(Aligned to The New Jersey World Language Student Learning Standards)

<ul style="list-style-type: none">● Role Play/Skit● Teacher Observation● Do-Now● Thumbs up/down● Scale response● Group/pair activities	<ul style="list-style-type: none">● Projects● Quizzes● Essays● Portfolio● Oral Presentations● Benchmark Tests	<ul style="list-style-type: none">● SMART Board activities● Ipad applications● Google Applications
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">● TPR● Flexible/cooperative grouping● Graphic organizers● Games● Flashcards● Rubrics● Simplified directions● Alternative assessments● Modifications according to IEP and 504s● Integrate a variety of activities to meet multiple intelligences		
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