



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT World Cultures COURSE Elementary World Language

## **Curriculum Development Timeline**

**School:** Township of Ocean Elementary Schools

**Course:** World Language, Grades K-4

**Department:** World Cultures

| Board Approval | Supervisor     | Notes                  |
|----------------|----------------|------------------------|
| July 2009      | Steve Sarles   | Born Date              |
| September 2012 | Steve Sarles   | Revisions              |
| August 2015    | Chris Wilson   | Revisions              |
| December 2017  | John Bosmans   | Revisions              |
| March 2019     | John Bosmans   | Review                 |
| August 2021    | Michael Emmich | Alignment to Standards |

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DEPARTMENT World Cultures COURSE Elementary World Language

| Township of Ocean Pacing Guide |                           |      |                           |
|--------------------------------|---------------------------|------|---------------------------|
| Week                           | Grade 1                   | Week | Grade 2                   |
| 1                              | Greetings & Introductions | 1    | Greetings & Introductions |
| 2                              | Numbers                   | 2    | Numbers                   |
| 3                              | Days & Months             | 3    | Days & Months             |
| 4                              | Weather & Seasons         | 4    | Weather & Seasons         |
| 5                              | Culture                   | 5    | Culture                   |
| 6                              | Animals                   | 6    | Animals                   |
| 7                              | Classroom                 | 7    | Classroom                 |
| 8                              | Colors                    | 8    | Colors                    |
| 9                              | Geography                 | 9    | Geography                 |
| 10                             | Parts of the Body         | 10   | Parts of the Body         |
| 11                             | Clothing                  | 11   | Clothing                  |
| 12                             | Food                      | 12   | Food                      |
| 13                             | Holidays / Seasonal       | 13   | Holidays / Seasonal       |
| Week                           | Grade 3                   | Week | Grade 4                   |
| 1                              | Greetings & Introductions | 1    | Greetings & Introductions |
| 2                              | Numbers                   | 2    | Numbers                   |
| 3                              | Days & Months             | 3    | Days & Months             |

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COURSE Elementary World Language

|    |                     |    |                     |
|----|---------------------|----|---------------------|
| 4  | Weather & Seasons   | 4  | Weather & Seasons   |
| 5  | Culture             | 5  | Culture             |
| 6  | Animals             | 6  | Animals             |
| 7  | Classroom           | 7  | Classroom           |
| 8  | Colors              | 8  | Colors              |
| 9  | Geography           | 9  | Geography           |
| 10 | Parts of the Body   | 10 | Parts of the Body   |
| 11 | Clothing            | 11 | Clothing            |
| 12 | Food                | 12 | Food                |
| 13 | Holidays / Seasonal | 13 | Holidays / Seasonal |

**NOTE: The following units contain lessons regarding Climate Change: 4 Weather & Seasons, 5 Culture**

**The following units contain lessons regarding Persons with Disabilities: 8 Colors**

**The following units contain lessons regarding LGBTQ+ individuals: Greetings & Introductions, ALT LP Family**

### Core Instructional & Supplemental Materials including various levels of Texts

Teacher-generated materials for instruction in Italian lessons, flashcards, YouTube, Google Earth/maps, coloring sheets, vocabulary worksheets, screencastify videos, Google Classroom, Google Doc vocabulary lists, teacher created games, Google Slides presentations, puppets, craft activities, puzzles, maps, bingo cards, play food, Quizlet, Kahoot, Quizizz, *Adriano il Cane di Pompeii*, videos, songs, live camera feeds. Mundo de Pepita, Viva el Español supplemental worksheets, *Spanish is Fun* book series, Early Spanish workbook, Elementary Spanish series, Language Blogs, Teacherpayteachers.com, *¿Oso Pardo Oso Pardo Que Ves ahí?*, *I love Saturdays y domingos*, *Cinco de Mayo*, pbskids.com., history.com.

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COURSE Elementary World Language

## Elementary World Language-Grade 1

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26 Weeks |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| <b>Elementary World Language-Grade 1</b><br>Greetings and Introductions, Numbers, Days and Months, Weather and Seasons, Culture, Animals, Classroom, Colors, Geography, Parts of the Body, Clothing, Verbs, Food, Holidays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
| 2020 NJSL <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf</a><br><br>7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3, 7.1.NL.IPRET.4, 7.1.NL.IPERS.1, 7.1.NL.IPERS.2, 7.1.NL.IPERS.3, 7.1.NL.IPERS.4, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6, 7.1.NL.PRSNT.1, 7.1.NL.PRSNT.2, 7.1.NL.PRSNT.3, 7.1.NL.PRSNT.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| Learning Objectives and Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| <p>Students will be able to..</p> <ul style="list-style-type: none"><li>• Recognize customs that are associated with the target language culture</li><li>• Notice the fundamental sound system used in the target language</li><li>• Greet others using basic target language</li><li>• Recognize numbers in target language</li><li>• Identify months of the year and days of the week</li><li>• Identify basic weather words</li><li>• Express something about a place in a country where the target language is spoken</li><li>• Recognize animal words in the target language</li><li>• Identify colors in the target language</li><li>• Identify the major geographical features of the target language countries</li><li>• Understand parts of the body vocabulary in the target language</li><li>• Identify clothing vocabulary in the target language</li><li>• Understand verb infinitives in the target language</li><li>• Recognize food vocabulary in the target language</li><li>• Understand differences in holidays celebrated in our country and countries where the target language is spoken</li><li>• In today's multicultural society there are several languages used to communicate in the global community.</li></ul> |          |

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DEPARTMENT World Cultures

COURSE Elementary World Language

- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Understanding other cultures creates cultural sensitivity and acceptance, which helps everyone to become an active global citizen.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Learning a foreign language helps to better understand one's own native language.

### Assessments

#### **Formative:**

- Teacher Observation
- Daily Greetings
- Kahoot / Quizizz / Quizlet
- Counting orally to 10
- Responding to picture prompts
- Following along in simon says style TPR games
- Listening and comprehension exercises
- Class Participation

#### **Summative:**

- Oral/Written Assessment in target language

#### **Benchmark:**

- Skills Content/Cultural Reading Comprehension Response

#### **Alternative:**

- Role play, cultural celebrations

### Interdisciplinary Connections

- Health & P.E- 2.1.2.A.2 - Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Social Studies- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains); 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

### Career Readiness, Life Literacies, and Key Skills

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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

### Technology Integration

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
  - Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
  - Students will investigate content presented in different mediums to facilitate a deeper understanding of the target language and culture.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
  - Students will access and assess Google Classroom and digital content posted within that platform to further investigate lesson concepts.

### Career Education

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

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communication and prepare accordingly to ensure the desired outcome.

- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world.
- Students will also use the target language to communicate clearly and effectively to describe themselves and what they are doing.
- CRP11. Use technology to enhance productivity.
  - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Elementary World Language-Grade 2

|                                                                                                                                                                                                                                                                                                                                                                                      |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Time Frame                                                                                                                                                                                                                                                                                                                                                                           | 26 Weeks |
| Topic                                                                                                                                                                                                                                                                                                                                                                                |          |
| <b>Elementary World Language-Grade 2</b><br>Greetings and Introductions, Numbers, Days and Months, Weather and Seasons, Culture, Animals, Classroom, Colors, Geography, Parts of the Body, Clothing, Verbs, Food, Holidays                                                                                                                                                           |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                               |          |
| 2020 NJSLS <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a><br><br>7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3, 7.1.NL.IPRET.4, 7.1.NL.IPERS.1, 7.1.NL.IPERS.2, 7.1.NL.IPERS.3, 7.1.NL.IPERS.4, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6, 7.1.NL.PRSNT.1, 7.1.NL.PRSNT.2, 7.1.NL.PRSNT.3, 7.1.NL.PRSNT.4 |          |
| Learning Objectives and Activities                                                                                                                                                                                                                                                                                                                                                   |          |

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Students will be able to..

- Recognize customs that are associated with the target language culture
- Notice the fundamental sound system used in the target language
- Greet others using basic target language
- Recognize numbers in target language
- Identify months of the year and days of the week
- Identify basic weather words
- Express something about a place in a country where the target language is spoken
- Recognize animal words in the target language
- Identify colors in the target language
- Identify the major geographical features of the target language countries
- Understand parts of the body vocabulary in the target language
- Identify clothing vocabulary in the target language
- Understand verb infinitives in the target language
- Recognize food vocabulary in the target language
- Understand differences in holidays celebrated in our country and countries where the target language is spoken
- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Understanding other cultures creates cultural sensitivity and acceptance, which helps everyone to become an active global citizen.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Learning a foreign language helps to better understand one's own native language.

## Assessments

### **Formative:**

- Teacher Observation
- Daily Greetings
- Kahoot / Quizizz / Quizlet
- Counting orally to 10
- Responding to picture prompts
- Following along in simon says style TPR games
- Listening and comprehension exercises
- Class Participation

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### **Summative:**

- Oral/Written Assessment in target language

### **Benchmark:**

- Skills Content/Cultural Reading Comprehension Response

### **Alternative:**

- Role play, cultural celebrations
- 

### Interdisciplinary Connections

- Health & P.E- 2.1.2.A.2 - Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Social Studies- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains); 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

### Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

### Technology Integration

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
  - Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage

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students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
  - Students will investigate content presented in different mediums to facilitate a deeper understanding of the target language and culture.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
  - Students will access and assess Google Classroom and digital content posted within that platform to further investigate lesson concepts.

### Career Education

- CRP4: Communicate clearly and effectively and with reason.
  - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
  - Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world.
  - Students will also use the target language to communicate clearly and effectively to describe themselves and what they are doing.
- CRP11. Use technology to enhance productivity.
  - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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## Elementary World Language-Grade 3

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26 Weeks |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| <b>Elementary World Language-Grade 3</b><br>Greetings and Introductions, Numbers, Days and Months, Weather and Seasons, Culture, Animals, Classroom, Colors, Geography, Parts of the Body, Clothing, Verbs, Food, Holidays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
| 2020 NJSL <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf</a><br><br>7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5, 7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5, 7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4, 7.1.NM.PRSNT.5, 7.1.NM.PRSNT.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
| Learning Objectives and Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
| Students will be able to.. <ul style="list-style-type: none"><li>• Recognize customs that are associated with the target language culture</li><li>• Notice the fundamental sound system used in the target language</li><li>• Greet others using basic target language</li><li>• Recognize numbers in target language</li><li>• Identify months of the year and days of the week and the date in the target language</li><li>• Identify basic weather words</li><li>• Express something about a place in a country where the target language is spoken</li><li>• Recognize animal words in the target language</li><li>• Identify colors in the target language</li><li>• Identify the major geographical features of the target language countries</li><li>• Understand parts of the body vocabulary in the target language</li><li>• Identify clothing vocabulary in the target language</li><li>• Understand verb infinitives in the target language</li><li>• Recognize food vocabulary in the target language</li></ul> |          |

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- Understand differences in holidays celebrated in our country and countries where the target language is spoken
- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Understanding other cultures creates cultural sensitivity and acceptance, which helps everyone to become an active global citizen.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Learning a foreign language helps to better understand one's own native language.

## Assessments

### **Formative:**

- Teacher Observation
- Speaking- Questioning and Answering Response
- Daily Greetings
- Kahoot / Quizizz / Quizlet/Bingo
- Counting orally to 10
- Responding to picture prompts
- Following along in simon says style TPR games
- Listening and comprehension exercises
- Class Participation
- Flip grid
- White Boards
- Exit tickets
- Drawing and writing learned vocabulary
- Songs

### **Summative:**

- Oral/Written Assessment in target language

### **Benchmark:**

- Skills Content/Cultural Reading Comprehension Response

### **Alternative:**

- Role play, cultural celebrations

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### Interdisciplinary Connections

- Health & P.E- 2.1.2.A.2 - Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Social Studies- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains); 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

### Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

### Technology Integration

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
  - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- Students will access and assess Google Suite and other presentation programs to further investigate lesson concepts.
  - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

### Career Education

- CRP4: Communicate clearly and effectively and with reason.
  - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual

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

- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world.
- Students will also use the target language to communicate clearly and effectively to describe themselves and what they are doing.
- CRP11. Use technology to enhance productivity.
  - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## **Elementary World Language-Grade 4**

|                                                                                                                                                                                                                            |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Time Frame                                                                                                                                                                                                                 | 26 Weeks |
| Topic                                                                                                                                                                                                                      |          |
| <b>Elementary World Language-Grade 4</b><br>Greetings and Introductions, Numbers, Days and Months, Weather and Seasons, Culture, Animals, Classroom, Colors, Geography, Parts of the Body, Clothing, Verbs, Food, Holidays |          |
| Alignment to Standards                                                                                                                                                                                                     |          |

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COURSE Elementary World Language

2020 NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

7.1.NM.IPRET.1, 7.1.NM.IPRET.2, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPRET.5,  
7.1.NM.IPERS.1, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.IPERS.4, 7.1.NM.IPERS.5,  
7.1.NM.IPERS.6, 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4,  
7.1.NM.PRSNT.5, 7.1.NM.PRSNT.6

### Learning Objectives and Activities

Students will be able to..

- Recognize customs that are associated with the target language culture
- Notice the fundamental sound system used in the target language
- Greet others using basic target language
- Recognize numbers in target language
- Identify months of the year and days of the week
- Identify basic weather words
- Express something about a place in a country where the target language is spoken
- Recognize animal words in the target language
- Identify colors in the target language
- Identify the major geographical features of the target language countries
- Understand parts of the body vocabulary in the target language
- Identify clothing vocabulary in the target language
- Understand verb infinitives in the target language
- Recognize food vocabulary in the target language
- Understand differences in holidays celebrated in our country and countries where the target language is spoken
- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Understanding other cultures creates cultural sensitivity and acceptance, which helps everyone to become an active global citizen.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Learning a foreign language helps to better understand one's own native language.

### Assessments

**Formative:**

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# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT World Cultures

COURSE Elementary World Language

- Teacher Observation
- Daily Greetings
- Kahoot / Quizizz / Quizlet
- Counting orally to 10
- Responding to picture prompts
- Following along in simon says style TPR games
- Listening and comprehension exercises
- Class Participation

### **Summative:**

- Oral/Written Assessment in target language

### **Benchmark:**

- Skills Content/Cultural Reading Comprehension Response

### **Alternative:**

- Role play, cultural celebrations

### **Interdisciplinary Connections**

- Health & P.E- 2.1.2.A.2 Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Social Studies- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains); 6.4.A.1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations; 6.1.A.1. Explain how present events are connected to the past; 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

### Technology Integration

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
  - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will access and assess Google Suite and other presentation programs to further investigate lesson concepts.
  - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

### Career Education

- CRP4: Communicate clearly and effectively and with reason.
  - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
  - Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world.
  - Students will also use the target language to communicate clearly and effectively to describe themselves and what they are doing.

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

## Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

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- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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