



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: World Language, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: World Language, Grade 5

Department: World Cultures

Board Approval	Supervisor	Notes
August 2011	Steve Sarles	Born Date
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2021	Michael Emmich	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Orientation: Basic Introduction to Everyday Conversation	21	Unit II – Time & Numbers (31-60)
2	Orientation: Basic Introduction to Everyday Conversation	22	Unit II – Time & Numbers (31-60)
3	Orientation: Basic Introduction to Everyday Conversation	23	Unit III – Geography & Art
4	Orientation: Basic Introduction to Everyday Conversation	24	Unit III – Geography & Art
5	Orientation: Basic Introduction to Everyday Conversation	25	Unit III – Geography & Art
6	Orientation: Basic Introduction to Everyday Conversation	26	Unit III – Geography & Art
7	Orientation: Basic Introduction to Everyday Conversation	27	Unit III – Geography & Art
8	Orientation: Basic Introduction to Everyday Conversation	28	Unit III – Geography & Art
9	Orientation: Basic Introduction to Everyday Conversation	29	Unit IV – House/Family/Food/ #60- 100
10	Orientation: Basic Introduction to Everyday Conversation	30	Unit IV – House/Family/Food/ #60-
Week	Marking Period 2	Week	Marking Period 4
11	Unit I – Nouns, Adjective Agreement & the verb “to be”.	31	Unit IV – House/Family/Food/ #60- 100
12	Unit I – Nouns, Adjective Agreement & the verb “to be”.	32	Unit IV – House/Family/Food/ #60- 100
13	Unit I – Nouns, Adjective Agreement & the verb “to be”.	33	Unit IV – House/Family/Food/ #60- 100

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14	Unit I – Nouns, Adjective Agreement & the verb “to be”.	34	Unit IV – House/Family/Food/ #60- 100
15	Unit I – Nouns, Adjective Agreement & the verb “to be”.	35	Unit V – School Subjects & Schedule
16	Unit I – Nouns, Adjective Agreement & the verb “to be”.	36	Unit V – School Subjects & Schedule
17	Unit II – Time & Numbers (31-60)	37	Unit V – School Subjects & Schedule
18	Unit II – Time & Numbers (31-60)	38	Unit V – School Subjects & Schedule
19	Unit II – Time & Numbers (31-60)	39	Unit V – School Subjects & Schedule
20	Unit II – Time & Numbers (31-60)	40	Unit V – School Subjects & Schedule

***Climate Change** lessons appear in Unit III: Geography and Art

LGBT+ Individuals/Persons with Disabilities lessons appear in Unit IV: House/Family/Food

Core Instructional & Supplemental Materials including various levels of Texts

Exploring Italian, ¿Como te va? Textbook, ¿Como te va? workbook(red), Youtube, Quizlet, Kahoot, Rockalingua, Google Classroom, Google Suite, Flipgrid, flashcards, chromebooks, Audacity, Screencastify, and other appropriate resources.

Time Frame	Weeks 1-10
Topic	
Orientation: Basic Introduction to Everyday Conversation and discussions about oneself and, interactions with others; such as peers, and family, and adjective agreement.	
Alignment to Standards	
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	

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Learning Objectives and Activities

Communication

Students will be able to:

- Extend their linguistic and cultural knowledge;
- Develop the ability to interact appropriately with speakers of other languages;
- Students will discuss importance of learning a foreign language;
- Students will compare/contrast cultural differences .

Grammar

Students will be able to:

- Learn familiar and formal greetings;
- Form appropriate syntax;
- Review sentence structure;
- State questions using interrogatives.

Culture

Students will be able to:

- Students will learn cultural gestures and expressions;
- Common gestures and non-verbal cues;
- Audio activities: situational dialogues;
- Discuss the importance of learning foreign language;
- Video activities (you tube importance of language acquisition);
- Greet and say good-bye;
- Introduce themselves and respond appropriately;
- Ask how someone feels and respond;
- Recite/sing the alphabet;
- State your telephone number;
- Make appropriate classroom requests and respond to commands;
- Express Days of the Week.
- Express age
- Speak about seasons and weather conditions
- Present Weekly weather forecast using green screen
- Comprehend the cultural importance of one's "name day" (Italian)
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

Assessments

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Formative:

- Cooperative Learning Groups
- Daily Oral participation
- Teacher observation
- TPR
- Simon Says
- Homework Review
- Class notes & Discussion
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation

Summative:

- Digital Portfolio Project/Google Slide Show Project
- Oral and Written Unit Assessment

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Skits, Calendar Project, Seasons and Project
- Students create weather forecast using green screen to present to their peers

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources)

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COURSE: World Language, Grade 5

Technology Integration

- Students will utilize Youtube and other various websites to explore and visualize different WL speaking countries and to see where they live and their lifestyles and how they are similar and different to their own.
 - 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- Students will use Google slides to present their creation and development and presentation of project ideas.
 - 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity

Time Frame	11-16
Topic	
Unit I: Nouns, Adjective Agreement, and the Verb "To Be"	
Alignment to Standards	
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	
Communication Students will be able to: ● Discuss physical characteristics of themselves and others; ● Acquire useful vocabulary for clothing, colors, and physical characteristics of people.	

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Grammar

Students will be able to:

- Change nouns, adjectives, and articles from singular to plural and gender;
- Use proper articles;
- Understand and use the present tense of the verb "to be"s.

Culture

Students will be able to:

- Identify and describe famous people from the target language
- Complete culturally rich readings
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Describe orally different types of clothes one wears to school and the colors

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Daily Oral participation
- Oral and Written Assessments
- Teacher observation
- Do Now Activity
- Exit Ticket
- Class notes
- Speaking Skits
- Dialogues in the target language
- Quizlet
- Kahoot
- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Picture prompt activities
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction

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- Research famous historical figures from the Italian and Spanish Culture and present to their peers.

Summative:

- Oral and Written Unit Assessment, Research presentations on school similarities and differences in the USA and WL countries. Students will also choose one solution to a problem or examine challenges that may exist as concern to climate change, cultural or gender issues, or other global problems found within these cultures.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated spreadsheets, graphic organizers, pie charts
- Famous cultural figure presentations using Google Slides.

Interdisciplinary Connections

Students will research public and private schools to prepare a Google slides presentation comparing and contrasting the education system in these WL speaking countries to the United States and a global concern of their choice such as climate change or gender issues and compare and contrast the multiple solutions between the countries and the plausible options to solutions.

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 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.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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).





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- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Technology Integration

- Students will utilize Youtube and other various websites to explore and visualize different WL speaking countries and to see where they live and their lifestyles and how they are similar and different to their own.
 - 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- Students will use Google slides to present their creation and development and presentation of project ideas.
 - 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols..

Career Education

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity

Time Frame	Weeks 17-22
Topic	
Unit II: Time and Numbers	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-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	

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COURSE: World Language, Grade 5

Learning Objectives and Activities

Communication

Students will be able to:

- Tell time in the target language
- Use a 24 hour clock
- Acquire useful vocabulary pertaining to telling time
- Count numbers 31-60 as related to time

Grammar

Students will be able to:

- Tell time using "to be" in the target language
- Use expressions of time "quarter after, half past" in the target language

Culture

Students will be able to:

- Discuss habits and time within the target language
- Understand and use the present tense of the verb "to be" and time
- Understand and apply the 24 hour clock
- Set a clock
- Read a time table for TV, train, and movie.

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Audio activities-Listening to time
- How to tell time and ask others for the time
- Picture prompt
- Writing activities (OTIS bell schedule)
- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities
- Note taking
- Listening activities to reinforce pronunciation and diction
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Quizlet
- Kahoot

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Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

- Reading a school schedule, including military time, then comparing a US and TL schedule for movies, trains, etc., recognizing the time difference/zones and a project utilizing both traditional and military/European time formats for different schedules.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

- 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).

Technology Integration

Students will analyze the ways in which data about time vary across cultures using parallel visual representations.

- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

Career Education

- CRP4. Communicate clearly and effectively and with reason





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Time Frame	Weeks 23-28
Topic	
Unit III-Geography and Art	
Alignment to Standards	
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	
Communication Students will be able to: • Discuss geographical characteristics of target language country/countries • Acquire useful vocabulary for geographical terms • Communicate about a piece of art Grammar Students will be able to: • Change adjectives to agree in number and gender • Use appropriate adjective placement Culture Students will be able to: • Identify and describe target language geographical landscape • Gain knowledge and describe target language artistic contributions via: ○ Audio activities-Music ○ Picture prompt responses ○ Writing activities ○ Oral activities-Compare and contrast cultural differences ○ Cooperative learning activities ○ Note-taking ○ Knowing and discussing the colors of artistic objects ○ Applying new vocabulary regarding geography ○ Identifying where the TL countries are geographically located ○ Mapping ○ Being familiar with major monuments, products, and places of the TL countries ○ Recognizing TL countries' flags using colors	

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COURSE: World Language, Grade 5

Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Quizlet
- Kahoot
- Map Labeling
- Identify music from target language
- Create Postcard to send to foreign country

Summative:

- Oral and Written Unit Assessment, Student presentations on target language nation

Benchmark:

-

Alternative:

- Student-generated postcards to peers in foreign countries. Student presentations on target language nations.

Interdisciplinary Connections

- 1.5.5.Re7b: Analyze visual arts including cultural associations
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

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- 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).

Technology Integration

Students will engage in research to discern accurate information about artistic expressions in other cultures.

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Career Education

- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP7. Employ valid and reliable research strategies.

Time Frame	29-34
Topic	
Unit IV- House, Family, Food, and Numbers 60-100	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-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	
Communication Students will be able to: - Describe and discuss their family; - Describe and discuss their home; - Acquire useful vocabulary for the home, family, domestic animals, food and number 60-100.	
Grammar	

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Students will be able to

- Change adjectives to agree in number and gender;
- Use appropriately adjective placement;
- Introduce and make simple use of the verb “to have”

Culture

Students will be able to:

- Compare and contrast TL countries dwellings;
- Identify authentic food related to TL country;
- Explain the importance of family and sharing quality time with family members;
- Discuss importance of the cafe;
- Identify and recognize the phone number in the target language;
- And explain the cultural influence of bartering via:
 - Audio activities
 - Picture prompts
 - Writing activities
 - Oral activities-Compare and contrast cultural differences
 - Cooperative learning activities
 - Note-taking
 - Applying new vocabulary regarding family, food, and the house/apartment
 - Understanding the use of the verb “to have”
 - Understanding and applying appropriate expressions of courtesy when dining
 - Recognizing cognates and borrowed words
 - Describing one’s house/apartment
 - Describing one’s family
 - Expressing likes and dislikes regarding food
 - Counting and using numbers to give the price of an item
 - Converting the dollar to the Euro and calculate the cost of doing so
 - Comparing banking institutions and the fees associated with converting currency

Assessments

Formative:

- Homework Review
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Quizlet
- Kahoot
- Do Now Activity

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- Exit Ticket

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

- Student-generated presentations on target cultural elements in language nations including their food and housing.

Interdisciplinary Connections

Students will explain the cultural influence of bartering and connect it to the larger importance of national economies.

- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

Technology Integration

Students will engage in research to identify culturally accurate representations of the cultural elements (food, architecture, etc.) of TL countries.

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Career Education

Time Frame	35-40
Topic	

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Unit V-School Life

Alignment to Standards

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

Communication

Students will be able to:

- Read and apply their school schedule in the TL;
- Acquire useful vocabulary for school and school life;
- Use a 24 hour clock in relation to their school schedule;
- Express likes and dislikes.

Grammar

Students will be able to:

- Express duration of time using prepositions;
- Use present tense of some school related verbs;
- Express likes and dislikes

Culture

Students will be able to:

- Recognize the cultural differences of schools around the globe via
 - Oral activities-Compare and contrast cultural differences
 - Cooperative learning activities
 - Note-taking
 - Applying new vocabulary regarding school life
 - Understanding and use the present tense of some school related verbs
 - Understanding and applying the school schedule
 - Recognizing cognates and borrowed words
 - Describing the classroom, subjects, activities, and interests
 - Expressing likes and dislikes regarding school subjects
 - Audio/video programs
 - Labeling a classroom
 - Teacher-generated questions, paired activities, and small group activities
 - Creating an ideal school/school schedule

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SPARTAN MISSION:

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

DEPARTMENT: World Cultures

COURSE: World Language, Grade 5

Assessments

Formative:

- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Kahoot
- Do Now Activity
- Exit Ticket

Summative:

- Oral and Written Unit Assessment, Student presentations of ideal school schedule in target language

Benchmark:

- Skills (Oral/Written) and Culture Assessment

Alternative:

- Students generate their own ideal school schedule using Google slides and present to their peers in the target language
- Student generated Google slides presentation on the differences and similarities between schools in the United States and WL countries.

Interdisciplinary Connections

Students will investigate the differences between scholastic experiences in different countries and analyze the ways in which relative wealth shapes those outcomes.

- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Technology Integration

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Students will research public and private schools in Italy/Spain to prepare a Google slides presentation comparing and contrasting the education system in these WL speaking countries to the United States and a global concern of their choice such as climate change or gender issues and compare and contrast the multiple solutions between the countries and the plausible options to solutions.

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Career Education

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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

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- Work in a small group
- 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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