

Mount Laurel Township Schools
World Languages Curriculum
Grade 5 Novice-High

Unit: Do You Remember.....?		
Stage 1: Desired Results		
<p>NJCCCS: 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>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p>Transfer Goal: I want you to review what you have learned about Spanish and build upon it so that in the future, on your own, you will communicate to native speakers about their world.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways. • True communication involves a balance of both verbal and non-verbal cues. • Cultural perspectives are gained by using the language and through experience with its products and practices. • Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people from different cultures sometimes say, write and do things differently from the way I do them? • Is a wide array of languages in the world a good thing? • Why is it important to communicate in other languages? • How can I communicate effectively in another language? • How are cultural perspectives (attitudes, values, beliefs) reflected in a culture’s social practices and products? • How does the content of the world languages classroom help me understand who I am and the world in which I live? 	
Students will know that...	Students will be able to...	
Content Statement	CPI #	Cumulative Progress Indicator (CPI)

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<p>LINGUISTIC: Interpretive Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ▪ Identify the main idea and some supporting details when reading. ▪ Understand the gist and some supporting details of conversations dealing with everyday life. ▪ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ▪ Ask and answer questions related to everyday life. ▪ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. <p>Presentational Mode: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ▪ Handle simple transactions related to everyday life: 	7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
	7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
	7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	7.1.NH.C.3	Describe in writing people and things from the home and school environment.
	7.1.NH.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
	7.1.NH.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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<ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>CULTURAL:</p> <ul style="list-style-type: none"> • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) 	
Stage 2: Assessment Evidence:	
<p>Performance Task/Benchmark Assessment:</p> <p>You are a student in a Spanish speaking country. It is the first day of school. You will conduct a random conversation with another student, incorporating both verbal and nonverbal cues, utilizing one another as your audience. You will ask any 3 questions from your learned vocabulary and be able to respond to your partner’s questions. A successful conversation will occur when each of you understands and communicates with one another.</p>	<p>Other Assessments:</p>
Stage 3: Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Model general greeting vocabulary, animating each intonation with different non-verbal cues • Students compose mini introduction describing themselves, their likes/dislikes, opinions and cultural preferences. • Students choose names from list provided, and conduct individual introductions, in target language 	<ul style="list-style-type: none"> • Students respond to daily instructions in target language. • Students participate in oral rotation game, involving question & answer session for introductions. • Students create email messages introducing themselves to their counterpart target language classmate, asking introductory questions, and inviting them to a future Skype session. This dialogue can be corrected and revised according

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- Students answer question cues concerning new names of classmates; emphasis is on gender difference in target language

to objectives.

- Students listen /record individual & class responses to questions, using ActivStudio Record options & Voice Thread

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

Student Choice

Multiple texts

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Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge - Emphasis on Level 3 and 4

Students at Risk of Failure:

TIME Mentor Program

Classroom Instruction that Works

Creating the Opportunity to Learn

Adjust time for completion of assignments

Allow frequent breaks

Modify assignments requiring copying in a timed situation

Leave class for assistance

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Record lectures for replay

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Modify homework

Use written backup for oral directions

Adjust length of assignment

Break assignments into smaller units

Read directions to student

Maintain assignment notebook/student planner

Positive reinforcement

Frequent checks for understanding

Peer tutoring

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Emphasize study/organizations skills
Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

Suggested Technology Integration:

Use of ActivBoard to integrate vocabulary daily; and to record conversations - Promethean ActiviStudio

Use of VoiceThread to create mini self introduction for class : <http://ed.voicethread.com/>

Use of Epals to introduce oneself to classmates from counterpart target language class -<http://www.epals.com/>

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