

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

<b>Unit: Understanding our World</b>		
<b>Stage 1: Desired Results</b>		
<p><b>NJCCCS: 7.1 World Languages:</b> 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><b>Modes of Communication:</b>  <b>Strand A: Interpretive Mode:</b> Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.  <b>Strand B: Interpersonal Mode:</b> Students engage in direct oral and or/written communication with others.  <b>Strand C: Presentational Mode:</b> 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><b>Transfer Goal:</b> I want you to learn about the many different cultures of the target language world so that, in the future, on your own, you will be aware and accepting of the world's cultural differences; and you will be able to communicate to native speakers about their world.</p>		
<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• True communication involves a balance of both verbal and non-verbal cues.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.</li> <li>•</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• Is a wide array of languages in the world a good thing?</li> <li>• Why is it important to communicate in other languages?</li> <li>• How can I communicate effectively in another language?</li> <li>• How are cultural perspectives (attitudes, values, beliefs) reflected in a culture's social practices and products?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> </ul>	
<b>Students will know that...</b>	<b>Students will be able to...</b>	
<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
LINGUISTIC; <b>Interpretive Mode:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the	<b>7.1.NH.A.1</b>	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related

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<p>sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> <li>● Identify the main idea and some supporting details when reading.</li> <li>● Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>● Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b>Interpersonal Mode:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> <li>● Ask and answer questions related to everyday life.</li> <li>● Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>▪ Initiate, maintain, and end a conversation.</li> <li>▪ Ask for and give permission.</li> <li>▪ Express needs.</li> <li>▪ Give reasons.</li> <li>▪ Request, suggest, and make arrangements.</li> <li>▪ Extend, accept, and decline an invitation.</li> <li>▪ Express an opinion and preference.</li> </ul> </li> </ul> <p><b>Presentational Mode:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> <li>▪ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>▪ Express needs.</li> <li>▪ Give reasons.</li> <li>▪ Express an opinion and preference.</li> </ul> </li> </ul>		to targeted themes.
	<b>7.1.NH.A.5</b>	Demonstrate comprehension of short conversations and brief written messages on familiar topics
	<b>7.1.NH.A.6</b>	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
	<b>7.1.NH.C.3</b>	Describe in writing people and things from the home and school environment.
	<b>7.1.NH.B.2</b>	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
	<b>7.1.NH.B.3</b>	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	<b>7.1.NH.B.5</b>	Converse on a variety of familiar topics and/or topics studied in other content areas.
	<b>7.1.NH.A.3</b>	Recognize some common gestures and cultural practices associated with target culture(s).
	<b>7.1.NH.C.1</b>	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
	<b>7.1.NH.C.5</b>	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

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<ul style="list-style-type: none"> <li>▪ Request and suggest.</li> </ul> <p><b>CULTURAL:</b></p> <ul style="list-style-type: none"> <li>• Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</li> </ul>		
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<b>Stage 2: Assessment Evidence:</b>
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<p><b>Performance Task/Benchmark Assessment:</b></p> <p>You will research facts on a chosen cultural aspect of a particular target language country. You will act as a cooperative group member or work individually to accumulate knowledge, verify accuracy and construct a visual, oral and written, multimedia-rich project of your particular country's cultural nuance(s) to present to the community.</p>	<p><b>Other Assessments:</b></p>
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<p>You will be conducting yourself as a global ambassador for that particular country at the World Culture Fair. Your success will be measured by your fellow classmates' enriched understanding of your country's culture, and, if possible, the target country students' verification.</p>	
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**Stage 3: Learning Plan**

<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Intro Nationality Vocabulary, using maps, globe, &amp; ActivBoard / Discuss importance of Global Communication</li> <li>• Play Google Earth tour of target language countries as students practice answering question based on location.</li> <li>• Students listen to instructions on project given in target language.</li> <li>• Students conduct preliminary research on countries and choose a particular target language country and cultural nuance.</li> <li>• With Webquest, students conduct thorough research on the target language country through access to media center website links.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• With Webquest, students conduct thorough research on the target language country through access to media center website links.</li> <li>• Via webquest and internet research, students will read, research, summarize and write information on cultural differences.</li> <li>• Compose and conduct culture survey questions to utilize via email communication and Skype to target language country</li> <li>• Email and Skype counterpart target language students to compile answers to culture questions for the presentation.</li> <li>• Students present projects to classmates, before the WCF event.</li> <li>• Students compose exit cards and instruct fellow classmates to complete an exit card of questions based on the presentation.</li> </ul>
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**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

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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  
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

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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  
Emphasize study/organizations skills  
Adapt assessments

**English Language Learners:**

WIDA Can-Do Descriptors [http://www.wida.us/standards/CAN\\_DOs/](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

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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:**

Activboard to display maps/ record nationality vocabulary - Promethean ActivStudio - Create pages for vocabulary introduction & maps

Google Earth to conduct tour of target language countries - Google Earth Application - Create tour for students

Webquest to research for information on cultural differences. Via the Hartford Media Center:

<http://destiny.mtlaurelschools.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Potential other websites to use for this:

<http://www.thinkquest.org/en/>

<http://www.globalschoolnet.org/gsh/pr/>

<http://globalcollaborations.wikispaces.com/>

<http://gloaleducation.ning.com/>

Epals email system to send inquiries about culture. - <http://www.epals.com/>

Skype to conduct conversation on culture of target language to native speaker of that language. -

<http://www.skype.com/intl/en-us/welcomepage>

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