



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.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: World Language, Grade 5

Department: World Language

Board Approval	Supervisor	Notes
August 2011	Steve Sarles	Born Date
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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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/ #60-100
Week	Marking Period 2	Week	Marking Period 4
11	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	31	Unit IV – House/Family/Food/ #60-100

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12	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	32	Unit IV – House/Family/Food/ #60-100
13	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	33	Unit IV – House/Family/Food/ #60-100
14	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	34	Unit IV – House/Family/Food/ #60-100
15	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	35	Unit V – School Subjects & Schedule
16	Unit I – Nouns, Adjective Agreement & review 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

Core Instructional & Supplemental Materials including various levels of Texts

Exploring Italian, Como Te va Textbook, Como te va workbook(red),, Youtube, Quizlet, Kahoot, Rockalingua, Flash Cards, Bon Voyage Level 1A, French is Fun Workbook, Youtube

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Time Frame	Weeks 1-10
Topic	
Orientation: Basic Introduction to Everyday Conversation	
Essential Questions	
<ul style="list-style-type: none">● How do I approach, address, and greet my audience?● What greetings are used in formal and informal situations?● What are the customs associated with greetings?● How does the language that I am studying help me to better understand my native language?● How does learning a new language help me to become an active global citizen?● How do I express my age and ask others?● How do I express the day and the month?● How do I express how I feel?● How do I express daily classroom needs?● How do I state my phone number?● How do I talk about weather and seasons?● How does talking about the weather in the target language compare or contrast to its English counterpart?● What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation	
Enduring Understandings	
<ul style="list-style-type: none">● 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.● Self-reflection is an important part of creating growth in language acquisition.● Understanding other cultures creates cultural sensitivity and acceptance.● Interpreting spoken and written language is essential to good communication and building rapport● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives	

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Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives

Culture

1. Bilingual professions
2. Importance of second language acquisition
3. Being an active member in today's cultural society
4. Increase in cultural sensitivity

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- 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
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- Count to 31
- State your telephone number

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- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- 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

Formative:

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

Summative:

- Oral and Written Unit Assessment

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Students create weather forecast using green screen to present to their peers.

Career Education

CRP2, CRP4- Students will research the weather forecast for the week and present the forecast to their peers using green screen technology and present in the target language.

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21st Century Skills

Interdisciplinary Connections

VPA-1.2.5.A.1- Students will review cultural practices from around the globe involving the French, Italian, and Spanish languages and discuss how these practices reflect the societal beliefs and values of the various nations.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use green screen technology to create a weather forecast and present to their peers.

Time Frame	Weeks 11-16
Topic	
Unit I: Nouns, Adjective Agreement, and the Verb “To Be”	

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Essential Questions

- Who am I?
 - What makes me unique?
 - Where am I from?
 - How do I describe myself and others around me?
 - How does the language that I am studying help me to better understand my native language?
 - How does learning a new language help me to become an active global citizen?
 - How does talking about myself and others differ from English to the target language?
 - How does talking about objects differ from English to the target language?
- How do I express what I feel?

Enduring Understandings

- 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.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will discuss physical characteristics of themselves and others
2. Students will acquire useful vocabulary for clothing, colors, and physical characteristics of people.

Grammar

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1. How to change nouns, adjectives, and articles from singular to plural and gender
2. Use of articles
3. Understand and use the present tense of the verb “to be”s

Culture

1. Identify and describe famous people from the target language
 2. Culturally rich readings
- 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
 - 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
 - Research famous historical figures from the Italian, French, and Spanish Culture and present to their peers.

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- 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:

- Famous cultural figure presentations using Google Slides.

Career Education

CRP2, CRP4- Students will research famous historical figures from various cultures and present to their peers using Google Slides.

21st Century Skills

Interdisciplinary Connections

Social Studies 6.1.8.D.1.b- Students will study famous historical figures from various nations to evaluate how the different interactions amongst groups began a global cultural transformation and how such practices are preserved today.

English Language Arts- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom

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discussion utilizing pre-learned etiquette about blended learning platforms.

- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Kahoot to review key vocabulary concepts presented in the target language.
- Students will access various research databases to research famous historical figures from various nations to present to their peers.
- Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame	Weeks 17-22
Topic	
Unit II: Time and Numbers	
Essential Questions	
<ul style="list-style-type: none">● What are the cultural perspectives of time?● Why is telling time important?● How is time interpreted and used?	
Enduring Understandings	
<ul style="list-style-type: none">● 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.	

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- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. How to tell time
2. How to use a 24 hour clock
3. Students will acquire useful vocabulary pertaining to telling time
4. Count numbers 31-60 as related to time

Grammar

1. Tell time using “to be”
2. Expressions of time “quarter after, half past”

Culture

1. How to use a 24 hour clock
 2. Discuss habits and time within the target language
- 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
 - Google Voice
 - 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.

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Assessments

Formative:

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

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

-

Career Education

21st Century Skills

Interdisciplinary Connections

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English Language Arts- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame

Weeks 23-28

Topic

Unit III-Geography and Art

Essential Questions

- How can we identify our TL country and its influences in the 21st century?
- What information is learned from readings, presentations, and discussions on TL countries?
- What are the major geographical features of the TL and other related countries?
- How does learning a new language help me to become an active global citizen?
- How do I use color to help describe authentic pieces of art?

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Enduring Understandings

- 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.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will discuss geographical characteristics of target language country/countries
2. Students will acquire useful vocabulary for geographical terms
3. Students will be able to communicate about a piece of art

Grammar

1. How to change adjectives to agree in number and gender
2. How to use appropriate adjective placement

Culture

1. Identify and describe target language geographical landscape
2. Gain knowledge and describe target language artistic contributions

- Audio activities-Music
- Picture prompt
- Writing activities

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- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities
- Note taking
- Know and discuss the colors of artistic objects
- Apply new vocabulary regarding geography
- Identify where the TL countries are geographically located
- Mapping
- Be familiar with major monuments, products and places of the TL countries
- Recognize TL countries' flags using colors

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 peer in foreign country. Student presentations on target language nation.

Career Education

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CRP4, CRP7, CRP12- Students will use Google slides to present information on their country using the target language and explain the history of the nation as well as the impact that country has had on a global scale in regards to the culture and how it has influenced other regions of the globe.

21st Century Skills

Interdisciplinary Connections

Social Studies- 6.2.8.B.4.a- Students will research how geography of many countries using the target language influenced the development of cultural centers and how this impact relationships amongst various nations.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.
 - Students will use Google slides to synthesize and present information.

Time Frame

29-34

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Topic

Unit IV- House, Family, Food, and Numbers 60-100

Essential Questions

- How does TL countries' foods and eating habits contrast with those of the United States?
- How do I describe my family and where we dwell?
- How do I discuss my family and ask others about theirs?
- How does learning a new language help me to become an active global citizen?
- How does gaining knowledge of TL cuisine help me to better understand cultural differences and similarities?
- How do I express wants or needs?
- How do I use numbers to give and ask the price of food items?
- How do I convert the dollar to Euro?
- How do I ask for and give the phone number of a restaurant or café?

Enduring Understandings

- 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.
- Self-reflection is an important part of creating growth in language acquisition. Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

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Learning Activities & Key Concepts and Skills

Communication

1. Students will describe and discuss their family.
2. Students will describe and discuss their home.
3. Students will acquire useful vocabulary for the home, family, domestic animals, food and number 60-100.

Grammar

1. How to change adjectives to agree in number and gender
2. How to use appropriately adjective placement.
3. Introduce and make simple use of the verb “to have”

Culture

1. Compare and contrast TL countries dwellings
2. Authentic food related to TL country
3. The importance of family and sharing quality time with family members
4. Discuss importance of the cafe.
5. Identify and recognize the phone number in the target language.
6. Cultural influence of bartering

- Audio activities
- Picture prompt
- Writing activities
- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities
- Note taking
- Apply new vocabulary regarding family, food, and the house/apartment
- Understand the use of the verb “to have”
- Understand and apply appropriate expressions of courtesy when dining
- Recognize cognates and borrowed words
- Describe my house/apartment
- Describe my family
- Express like and dislikes regarding food
- Count and use numbers to give the price of an item
- Convert the dollar to the Euro and calculate the cost of doing so
- Compare banking institutions and the fees associated with converting currency

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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
- Exit Ticket

Summative:

- Oral and Written Unit Assessment

Benchmark:

-

Alternative:

-

Career Education

CRP3-Students will attend to personal health and financial well being by researching and evaluating bank fees both in the United States and abroad.

21st Century Skills

9.1.12.B.8- Students will calculate the fees that it costs to convert the American dollar to the Euro and where such banking services are provided in the United States and abroad and research the difference in fees between locations.

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Interdisciplinary Connections

English Language Arts RF.5.4-Students will read with sufficient accuracy and fluency to support comprehension. W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.

Time Frame	35-40
Topic	
Unit V-School Life	
Essential Questions	
<ul style="list-style-type: none">● How does TL countries' compare and contrast with those of the United States?● Where do I attend school and what do I study?● How can I express some actions and those of others in the present tense?● How does learning a new language help me to become an active global citizen?	

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- How does what I study in school affect my future?

Enduring Understandings

- 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.
- Self-reflection is an important part of creating growth in language acquisition. Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to read and apply their school schedule in the TL
2. Students will acquire useful vocabulary for school and school life
3. How to use a 24 hour clock in relation to their school schedule
4. Express likes and dislikes

Grammar

1. Express duration of time using prepositions
2. Use of present tense of some school related verbs
3. Express likes and dislikes

Culture

1. Recognize the cultural differences of schools around the globe.

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- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities
- Note taking
- Apply new vocabulary regarding school life
- Understand and use the present tense of some school related verbs
- Understand and apply the school schedule
- Recognize cognates and borrowed words
- Describe my classroom, subjects, activities, and interests
- Express like and dislikes regarding school subjects
- Audio/video programs
- Homework
- Class notes
- Label a classroom
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create ideal school/school schedule

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:

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- 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.

Career Education

CRP2-Students will apply appropriate academic and technical skills to read through their school schedule in the target language.

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge..
 - Students will use Kahoot to review key vocabulary concepts presented in the target language.
 - Students will use Google voice to demonstrate oral proficiency of the target language.

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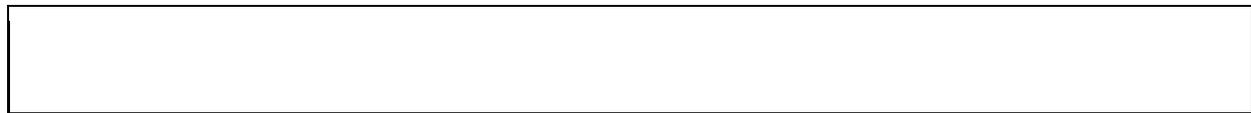


Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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



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
- 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)

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- 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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