



# 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.*

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## **Curriculum Documents**

**School:** Township of Ocean Intermediate

**Course:** World Language – Grade 5

**Department:** World Language

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
August 2011	Loretta Kachmar-Will	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



Department World Language Subject 5<sup>th</sup> Grade World Language

Week	Marking Period 1	Week	Marking Period 3
1	Orientation (10 weeks)	21	
2		22	
3		23	Unit III – Geography & Art
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	Unit IV – House/Family/Food/ #60-100
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Unit I – Nouns, Adjective Agreement & review the verb “to be”.	31	
12		32	
13		33	
14		34	
15		35	Unit V – School Subjects & Schedule
16		36	
17	Unit II – Time & Numbers (31-60)	37	
18		38	
19		39	
20		40	

<b>Weeks</b>	<b>1-10</b>
<b>Topic</b>	Orientation: Basic introduction to everyday conversation
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I approach, address, and greet my audience?</li> <li>• What greetings are used in formal and informal situations?</li> <li>• What are the customs associated with greetings?</li> <li>• How does the language that I am studying help me to better understand my native language?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How do I express my age and ask others?</li> <li>• How do I express the day and the month?</li> <li>• How do I express how I feel?</li> <li>• How do I express daily classroom needs?</li> <li>• How do I state my phone number?</li> <li>• How do I talk about weather and seasons?</li> <li>• How does talking about the weather in the target language compare or contrast to its English counterpart?</li> <li>• What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.2-3; 8.1.5.A.1-2,5	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss importance of learning a foreign language</li> <li>2. Students will compare/contrast cultural differences</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Form appropriate syntax</li> <li>2. Review sentence structure: State questions using interrogatives</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Bilingual professions</li> <li>2. Importance of second language acquisition</li> <li>3. Being an active member in today’s cultural society</li> <li>4. Increase in cultural sensitivity</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Audio activities: situational dialogues</li> <li>• Comprehension activities</li> <li>• T-chart pros and cons of bilingualism</li> </ul>	

- 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
- 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
- Comprehend the cultural importance of one’s “name day” (Italian)
- Utilize interrogatives
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

**Assessments**

- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (alphabet, numbers, etc.)
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create an imaginary 3 day weather forecast
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

**Suggested Materials**

- Textbook
- Workbook

- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media

### **Technology Integration & Instruction**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards

<b>Weeks</b>	<b>11-16</b>
<b>Topic</b>	<b>Unit 1: Nouns, adjective agreement, and the verb “to be”</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What makes me unique?</li> <li>• Where am I from?</li> <li>• How do I describe myself and others around me?</li> <li>• How does the language that I am studying help me to better understand my native language?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How does talking about myself and others differ from English to the target language?</li> <li>• How does talking about objects differ from English to the target language?</li> <li>• How do I express what I feel?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSL</b>	
7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.1-3; 8.1.5.A.1-2,5	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss physical characteristics of themselves and others</li> <li>2. Students will acquire useful vocabulary for clothing, colors, and physical characteristics of people</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. How to change nouns, adjectives, and articles from singular to plural and gender.</li> <li>2. Use of articles</li> <li>3. Understand and use the present tense of the verb “to be”</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe famous people from the TL</li> <li>2. Culturally rich readings</li> </ol>	
<b>Suggested Materials</b>	
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Workbook</li> <li>• Audio</li> <li>• Video</li> <li>• Overhead transparencies</li> <li>• Flash Cards</li> <li>• Testing materials</li> <li>• Teacher generated materials</li> </ul>	

- Internet sites
- Maps and other realia
- Printed media
- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards

<b>Weeks</b>	<b>17-22</b>
<b>Topic</b>	<b>UNIT 2: Time and Numbers</b>
<b>Essential Questions</b>	
<p>What are the cultural perspectives of time?          Why is telling time important?          How is time interpreted and used?</p>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLS</b>	
7.1.N.M.A.1 – 5; 7.1.NM.B. 1 -5; 7.1.NM.C. 2-3; 8.1.5.A.1-2,5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to tell time</li> <li>2. How to use a 24 hour clock</li> <li>3. Students will acquire useful vocabulary pertaining to telling time</li> <li>4. Count numbers 31-60 as related to time</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Tell time using “to be”</li> <li>2. Expressions of time: “quarter after, half past”</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. How to use a 24 hour clock</li> <li>2. Discuss habits and time within the TL</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Audio activities-Listening to time</li> <li>• How to tell time and ask others for the time</li> <li>• Picture prompt</li> <li>• Writing activities ( OTIS bell schedule)</li> <li>• Oral activities-Compare and contrast cultural differences</li> <li>• Cooperative learning activities</li> <li>• Note taking</li> <li>• Listening activities to reinforce pronunciation and diction</li> <li>• Google Voice</li> <li>• Understand and use the present tense of the verb “to be” and time</li> <li>• Understand and apply the 24 hour clock</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Daily oral participation</li> <li>• Audio/video programs</li> <li>• Read a time table for TV, train, movie</li> </ul>	



- Homework
- Class notes
- Set a clock
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

**21<sup>st</sup> Century Skills**

	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Reading, Mathematics, History, Language Arts and Sociology

**Suggested Materials**

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards

<b>Weeks</b>	<b>23-28</b>
<b>Topic</b>	<b>UNIT 3: Geography and Art</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can we identify our TL country and its influences in the 21<sup>st</sup> century?</li> <li>• What information is learned from readings, presentations, and discussions on TL countries?</li> <li>• What are the major geographical features of the TL and other related countries?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How do I use color to help describe authentic pieces of art?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1.N.M.A.1 – 5; 7.1.NM.B. 1 -5; 7.1.NM.C. 2-3; 8.1.5.A.1-2, 5	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss geographical characteristics of TL country/countries</li> <li>2. Students will acquire useful vocabulary for geographical terms</li> <li>3. Students will be able to communicate about a piece of art</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. How to change adjectives to agree in number and gender</li> <li>2. How to use appropriate adjective placement</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe TL geographical landscape</li> <li>2. Gain knowledge and describe TL artistic contributions</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Audio activities-Music</li> <li>• Picture prompt</li> <li>• Writing activities</li> <li>• Oral activities-Compare and contrast cultural differences</li> <li>• Cooperative learning activities</li> <li>• Note taking</li> <li>• Know and discuss the colors of artistic objects</li> <li>• Apply new vocabulary regarding geography</li> <li>• Identify where the TL countries are geographically located</li> <li>• Mapping</li> <li>• Be familiar with major monuments, products and places of the TL countries</li> <li>• Recognize TL countries’ flags using colors</li> </ul>	
<b>Assessments</b>	

- Daily oral participation
- Audio/video programs
- Homework
- Class notes
- Label a map
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Listen to and identify music from TL
- Post card
- Presentation and poster about TL geography, monument, or flag

### **21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### **Interdisciplinary Connections**

Geography, Art, History, Language Arts, Music, Reading, Science and Sociology

### **Suggested Materials**

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- Student/Teacher created presentations using i.e. PowerPoint
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards
- Google Earth
- Virtual Tours

<b>Weeks</b>	<b>29-34</b>
<b>Topic</b>	<b>UNIT 4: House, Family, Food and Numbers 60-100</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does TL countries' foods and eating habits contrast with those of the United States?</li> <li>• How do I describe my family and where we dwell?</li> <li>• How do I discuss my family and ask others about theirs?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How does gaining knowledge of TL cuisine help me to better understand cultural differences and similarities?</li> <li>• How do I express wants or needs?</li> <li>• How do I use numbers to give and ask the price of food items?</li> <li>• How do I convert the dollar to Euro?</li> <li>• How do I ask for and give the phone number of a restaurant or café?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1.N.M.A.1 – 5; 7.1.NM.B. 1 -5; 7.1.NM.C. 2-3; 8.1.5.A.1-2, 5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will describe and discuss their family</li> <li>2. Students will describe and discuss their home</li> <li>3. Students will acquire useful vocabulary for the home, family, domestic animals, food, and Numbers 60-100</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. How to change adjectives to agree in number and gender</li> <li>2. How to use appropriately adjective placement</li> <li>3. Introduce and make simple use of the verb “to have”</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Compare and contrast TL countries' dwellings</li> <li>2. Authentic food related to TL country</li> <li>3. The importance of family and sharing quality time with family members</li> <li>4. Discuss the importance of “the café”</li> <li>5. Identify and recognize the phone number of TL</li> <li>6. Cultural influence of bartering</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Audio activities</li> <li>• Picture prompt</li> <li>• Writing activities</li> <li>• Oral activities-Compare and contrast cultural differences</li> </ul>	

- 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

**Assessments**

- Daily oral participation
- Audio/video programs
- Homework
- Class notes
- Label a house/apartment
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create ideal house/menu
- Presentation and poster about the family
- Create family photo album

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Geography, History, Language Arts, Reading, Consumer Science and Sociology

**Suggested Materials**

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- There’s An Alligator Under My Bed by Mercer Mayer
- Student/Teacher created presentations using i.e. PowerPoint
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards
- Google Earth
- Virtual Tours
- YouTube

<b>Weeks</b>	<b>35-40</b>
<b>Topic</b>	<b>UNIT 5: School Life</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does TL countries' compare and contrast with those of the United States?</li> <li>• Where do I attend school and what do I study?</li> <li>• How can I express some actions and those of others in the present tense?</li> <li>• How does learning a new language help me to become an active global citizen?</li> <li>• How does what I study in school effect my future?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.</li> <li>• Self-reflection is an important part of creating growth in language acquisition.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Interpreting spoken and written language is essential to good communication and building rapport</li> <li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1.N.M.A.1 – 5; 7.1.NM.B. 1 -5; 7.1.NM.C. 2-3, 8.1.5.A.1-2, 5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to read and apply their school schedule</li> <li>2. Students will acquire useful vocabulary for school and school life</li> <li>3. How to use a 24 hour clock in relation to their school schedule</li> <li>4. Express likes and dislikes</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Express duration of time using prepositions</li> <li>2. Use of present tense of some school related verbs</li> <li>3. Express likes and dislikes</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. How to use a 24 hour clock</li> <li>2. Recognize the cultural differences of schools</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Audio activities</li> <li>• Picture prompt</li> <li>• Writing activities</li> <li>• Oral activities-Compare and contrast cultural differences</li> <li>• Cooperative learning activities</li> <li>• Note taking</li> <li>• Apply new vocabulary regarding school life</li> <li>• Understand and use the present tense of some school related verbs</li> <li>• Understand and apply the school schedule</li> <li>• Recognize cognates and borrowed words</li> <li>• Describe my classroom, subjects, activities, and interests</li> <li>• Express like and dislikes regarding school subjects</li> </ul>	

**Assessments**

- Daily oral participation
- 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

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Language Arts, Math, Reading, Physical Education and Sociology

**Suggested Materials**

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash Cards
- Testing materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media
- Student/Teacher created presentations using i.e. PowerPoint
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Flashcards
- Google Earth
- Virtual Tours
- YouTube