



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 Elementary Schools

Course: World Language, Grades K-4

Department: World Language

Board Approval	Supervisor	Notes
July 2009	Steve Sarles	Born Date
September 2012	Steve Sarles	Revisions
August 2015	Chris Wilson	Revisions
December 2017	John Bosmans	Revisions
March 2019	John Bosmans	Review

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Grade 1		Grade 2	
1	Expressions of Courtesy & Feelings	1	Review of Greetings
2	Expression of Courtesy & Feelings	2	Review of Greetings
3	Colors & Numbers	3	Numbers
4	Colors & Numbers	4	Numbers
5	Colors & Numbers	5	Numbers
6	Colors & Numbers	6	Parts of the Body
7	Days of the Week	7	Parts of the Body
8	Days of the Week	8	Parts of the Body
9	Animals	9	Food Parts I, II
10	Animals	10	Foods Parts I, II
11	Animals	11	Foods Parts I, II
12	Culture/Holidays	12	Culture/Holidays
13	Culture/Holidays	13	Culture/Holidays
Grade 3		Grade 4	
1	Expressions	1	Travel
2	Expressions	2	Travel
3	Review of Colors	3	Travel
4	Days of the Week	4	Numbers (Add/Subtract)
5	Days of the Week	5	Numbers (Add/Subtract)
6	Days of the Week	6	Weather
7	Classroom Objects	7	Weather
8	Classroom Objects	8	Weather

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9	Classroom Objects	9	Restaurant Vocab/Role Play
10	Parts of the Body	10	Restaurant Vocab/Role Play
11	Parts of the Body	11	Restaurant Vocab/Role Play
12	Culture/Holidays	12	Culture/ Holidays
13	Culture/Holidays	13	Culture/Holidays

Spanish, Italian, & French*

(rotating on 3 cycles; 13 lessons per language and grade level)

Core Instructional & Supplemental Materials including various levels of Texts

La Chenille qui fait des Trous, Il y a un alligator sur mon lit, Linnea in Monet's Garden, Monet Coloring Sheets, youtube, Frappe Mouche Game, LOTTO, Flashcards, Strega Nona Book Series, Bingo/Tombola, Youtube, Mundo de Pepita, flipgrid, teacher generated materials for instruction in Spanish, Italian, & French lessons, onlinespanish.com, Google earth/maps

Elementary World Language-Grade 1

Time Frame	26 Weeks
Topic	
Elementary World Language-Grade 1 Expressions of Courtesy & Feelings, Colors, Numbers 1-20, Days of Week, Animals, Culture/Holidays	
Essential Questions	

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- How does learning a foreign language relate to other content areas?
- How can one use a foreign language to help better understand one's own native language?
- What fundamental sound system is used in the target language?
- What customs are associated with the target language culture?
- How does learning a new language help me to become an active global citizen?
- What are the major geographical features of the target language countries?
- How do I express my age and ask others?
- How do I use color to help describe nouns?
- How do I greet my intended audience?
- How do I describe myself, family members, and other nouns?
- How do I express how I feel
- In what ways are foreign foods and cuisine different or the same?
- How is school different for students in other countries
- How do I express likes and dislikes?

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.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport

Alignment to Standards

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NJSLS- [7.1.NM.A.1](#), [7.1.NM.A.2](#), [7.1.NM.A.3](#), [7.1.NM.A.4](#), [7.1.NM.A.5](#), [7.1.NM.b.1](#), [7.1.NM.b.2](#), [7.1.NM.b.4](#), [7.1.NM.b.5](#), [7.1.NM.C.1](#), [7.1.NM.C.2](#), [7.1.NM.C.3](#), [7.1.NM.C.4](#), [7.1.NM.C.5](#)

Learning Activities & Key Concepts and Skills

Communication

- Students will understand the importance of learning a foreign language
- Students will compare and contrast target language cultures with their own

Grammar

- Ability to use proper form of “to be”
- Ability to use proper form of “to have”
- Students will understand basic sentence structure and syntax

Culture

- Cultural sensitivity
- Being an active member in today’s cultural society
- Importance of second language acquisition

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- Daily use of greetings and leave takings with teachers and classmates
- Listening and comprehension exercises
- Monarch butterfly migration and stages of the butterfly
- TPR games
- Cultural activities
- Geographic explorations
- Count to 20
- Discuss the importance of learning foreign language
- Picture prompt activities
- Compare and contrast cultural celebrations and understand their significance
- Video activities
- Cooperative learning activities
- Describe oneself
- Express age
- Express likes and dislikes
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Role playing
- Subject/Adjective agreement activities
- Discuss animals and habitat

Assessments

Formative:

- Teacher Observation
- Daily Greetings
- Kahoot
- Counting orally to 10
- Responding to picture prompts
- Perform dialogues in the target language
- Role Play

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- Listening and comprehension exercises
- Class Participation

Summative:

- Oral/Written Assessment in target language

Benchmark:

- Skills Content/Cultural Writing Response

Alternative:

- Role Play Skit, Mardi Gras Celebration, Carnival Celebration, Holiday celebrations

Career Education

CRP4, CRP12- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world. Students will also use the target language to communicate clearly and effectively to describe themselves and what they are doing.

21st Century Skills

9.2.4.A.4- Students will study the importance of learning a foreign language and how language acquisition at a young age will help them in future academic and professional settings. Students will explore what it means to be biliterate and how this can transfer into multiple fields of work.

Interdisciplinary Connections

Science, Social Studies-1-LS3-1. , 6.1.4.A.14-.Students will discuss and make observations to construct an evidence-based account that young animals are like, but not exactly like, their parents. Students will study different nations and the laws, language, and customs that are used in such countries as France, Spain, and Italy.

Technology Integration

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- 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 engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will access Youtube to view cultural videos.
 - Students will view Google Slides presentations on culture
 - Students will use microphones to record oral proficiency statements on their chromebooks.

Elementary World Language-Grade 2

Time Frame	26 Weeks
Topic	
Elementary World Language-Grade 2 Review of Greetings, Numbers, Classroom objects, Parts of Body, Food Parts I & II, Culture/Holidays	
Essential Questions	

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- How can one use a foreign language to help better understand one's own native language?
- What fundamental sound system is used in the target language?
- What customs are associated with the target language culture?
- How does learning a new language help me to become an active global citizen?
- What are the major geographical features of the target language countries?
- How do I express my age and ask others?
- How do I use color to help describe nouns?
- How do I greet my intended audience?
- How do I describe myself, family members, and other nouns?
- How do I express how I feel?
- How is school different for students in other countries
- How do I express likes and dislikes?

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.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport

Alignment to Standards

[NJSLS- 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.b.1, 7.1.NM.b.2, 7.1.NM.b.4, 7.1.NM.b.4, 7.1.NM.b.5, 7.1.NM.C.1, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4,](#)

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7.1.NM.C.5

Learning Activities & Key Concepts and Skills

Communication

- Students will understand the importance of learning a foreign language
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Grammar

- Ability to use proper form of “to be”
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- Students will understand basic sentence structure and syntax

Culture

- Cultural sensitivity
- Being an active member in today’s cultural society
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- Daily use of greetings and leave takings with teachers and classmates
- Listening and comprehension exercises
- Monarch butterfly migration and stages of the butterfly
- TPR games
- Cultural activities
- Geographic explorations
- Numbers: groups of tens through 50
- Discuss the importance of learning foreign language
- Picture prompt activities
- Compare and contrast cultural celebrations and understand their significance
- Video activities
- Cooperative learning activities
- Describe oneself
- Express age
- Express likes and dislikes
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Role playing
- “Simon Says” to learn parts of the body
- Subject/Adjective agreement activities
- Describe animals and their color

Assessments

Formative:

- Teacher Observation
- Daily Greetings
- Kahoot
- Counting orally to 50
- Responding to picture prompts
- Perform dialogues in the target language

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- Role Play
- Listening and comprehension exercises
- Class Participation

Summative:

- Oral/Written Assessment in target language

Benchmark:

- Skills Content/Cultural Writing Response

Alternative:

- Role Play Skit, Mardi Gras Celebration, Carnival Celebration, Holiday celebrations

Career Education

CRP4, CRP12- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world. Students will also use the target language to communicate clearly and effectively to describe themselves, animals & nature, and parts of the body.

21st Century Skills

9.2.4.A.4- Students will study the importance of learning a foreign language and how language acquisition at a young age will help them in future academic and professional settings. Students will explore what it means to be biliterate and how this can transfer into multiple fields of work.

Interdisciplinary Connections

Social Studies 6.1.4.A.14- Students will study different nations and the laws, language, and customs that are used in such countries as France, Spain, and Italy.
Health & P.E- 2.1.2.A.2 Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Technology Integration

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 - 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 engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will access Youtube to view cultural videos.
 - Students will view Google Slides presentations on culture
 - Students will use microphones to record oral proficiency statements on their chromebooks.

Elementary World Language-Grade 3

Time Frame	39 Weeks
Topic	
Elementary World Language-Grade 3 Expressions, Review of Colors, Numbers, Days of Week, Classroom Objects, Parts of Body, Culture/Holiday	
Essential Questions	

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- How does learning a foreign language relate to other content areas?
- How can one use a foreign language to help better understand one's own native language?
- What fundamental sound system is used in the target language?
- What customs are associated with the target language culture?
- How does learning a new language help me to become an active global citizen?
- What are the major geographical features of the target language countries?
- How do I express my age and ask others?
- How do I use color to help describe nouns?
- How do I greet my intended audience?
- How do I describe myself, family members, and other nouns?
- How do I express how I feel?
- In what ways are foreign foods and cuisine different or the same?
- How is school different for students in other countries
- How do I express likes and dislikes?

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.
- Understanding other cultures creates cultural sensitivity and acceptance.
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Alignment to Standards

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Learning Activities & Key Concepts and Skills

Communication

- Students will understand the importance of learning a foreign language
- Students will compare and contrast target language cultures with their own

Grammar

- Ability to use proper form of “to be”
- Ability to use proper form of “to have”
- Students will understand basic sentence structure and syntax

Culture

- Cultural sensitivity
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- Daily use of greetings and leave takings with teachers and classmates
- Listening and comprehension exercises
- Monarch butterfly migration and stages of the butterfly
- TPR games
- Cultural activities
- Geographic explorations
- Count group of tens up to 100
- Discuss the importance of learning foreign language
- Picture prompt activities
- Compare and contrast cultural celebrations and understand their significance
- Video activities
- Cooperative learning activities
- Describe oneself
- Express likes and dislikes
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Role playing
- Subject/Adjective agreement activities
- Describe various foods that one eats during the day
- Discuss where you buy food
- Role play food shopping

Assessments

Formative:

- Teacher Observation
- Daily Greetings
- Kahoot
- Counting orally to 100
- Responding to picture prompts
- Perform dialogues in the target language
- Role Play-Food Shopping

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- Listening and comprehension exercises
- Class Participation

Summative:

- Oral/Written Assessment in target language

Benchmark:

- Skills Content/Cultural Writing Response

Alternative:

- Role Play Skit, Mardi Gras Celebration, Carnival Celebration, Holiday celebrations

Career Education

CRP4, CRP12- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world. Students will also use the target language to communicate clearly and effectively to describe parts of the body, buying food at the store, and discuss various cultures.

21st Century Skills

9.2.4.A.4- Students will study the importance of learning a foreign language and how language acquisition at a young age will help them in future academic and professional settings. Students will explore what it means to be biliterate and how this can transfer into multiple fields of work.

Interdisciplinary Connections

Science, Social Studies- 6.1.4.A.14- Students will study different nations and the laws, language, and customs that are used in such countries as France, Spain, and Italy.
Health & P.E- 2.1.4.B.2 Students will differentiate between healthy and unhealthy eating practices and examine the culturally authentic cuisine of Italy, France, and Spain.

Technology Integration

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 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google earth to study the geography of various nations around the globe.
 - Students will access Youtube to view cultural videos.
 - Students will view Google Slides presentations on culture
 - Students will use microphones to record oral proficiency statements on their chromebooks.

Elementary World Language Grade 4

Time Frame	39 Weeks
Topic	
Elementary World Language-Grade 4 Travel, Numbers(Add & Subtract), weather, clothing, restaurant vocab, restaurant role play, culture/holidays	
Essential Questions	

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- What customs are associated with the target language culture?
- How does learning a new language help me to become an active global citizen?
- What are the major geographical features of the target language countries?
- How do I express my age and ask others?
- How do I use color to help describe nouns?
- How do I greet my intended audience?
- How do I describe myself, family members, and other nouns?
- How do I express how I feel?
- How do I discuss weather and seasons?
- In what ways are foreign foods and cuisine different or the same?
- How is school different for students in other countries
- How do I express likes and dislikes?
- What are some interesting facts about the target language countries?

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.
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Alignment to Standards

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Learning Activities & Key Concepts and Skills

Communication

- Students will understand the importance of learning a foreign language
- Students will compare and contrast target language cultures with their own

Grammar

- Ability to use proper form of “to be”
- Ability to use proper form of “to have”
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Culture

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- Daily use of greetings and leave takings with teachers and classmates
- Listening and comprehension exercises
- Monarch butterfly migration and stages of the butterfly
- TPR games
- Cultural activities
- Geographic explorations
- Add & Subtract numbers up to 100
- Discuss the importance of learning foreign language
- Picture prompt activities
- Compare and contrast cultural celebrations and understand their significance
- Video activities
- Cooperative learning activities
- Describe oneself
- Describe what one wears during the different seasons (summer, fall, winter, spring)
- Express likes and dislikes
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction
- Role playing- Ordering Food in a Restaurant
- Subject/Adjective agreement activities
- Express various types of weather & seasons

Assessments

Formative:

- Teacher Observation
- Daily Greetings
- Kahoot
- Add & Subtract numbers up to 100
- Responding to picture prompts
- Perform dialogues in the target language
- Role Play
- Listening and comprehension exercises
- Geographic Exploration using Google Earth
- Class Participation

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Summative:

- Oral/Written Assessment in target language

Benchmark:

- Skills Content/Cultural Writing Response (4th Grade)

Alternative:

- Role Play Skit(Restaurant), Mardi Gras Celebration, Carnival Celebration, Holiday celebrations

Career Education

CRP4, CRP12- Students will study and evaluate different languages and cultures around the globe in order to gain a better understanding of customs in different regions of the world. Students will also use the target language to communicate clearly and effectively to describe themselves, the weather, and order food at a restaurant.

21st Century Skills

9.2.4.A.4- Students will study the importance of learning a foreign language and how language acquisition at a young age will help them in future academic and professional settings. Students will explore what it means to be biliterate and how this can transfer into multiple fields of work.

Interdisciplinary Connections

Science, Social Studies- 3-ESS2-2, 6.1.4.A.14- Students will study the different regions of the globe and describe the weather in each region. Students will identify the seasons of the year in New Jersey and describe what each season brings. Students will study different nations and the laws, language, and customs that are used in such countries as France, Spain, and Italy.

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

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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 engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google earth to study the geography of various nations around the globe.
- Students will access Youtube to view cultural videos.
- Students will view Google Slides presentations on culture
- Students will use microphones to record oral proficiency statements on their chromebooks.

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:

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- 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)
- 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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