



Totowa Public Schools

World Language

Grade 5

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
All About Me	4 Weeks	Proficiency level is Novice Mid
School Days	4 Weeks	Proficiency level is Novice Mid
Home Sweet Home	4 Weeks	Proficiency level is Novice Mid
Food, Glorious Food	4 Weeks	Proficiency level is Novice Mid
Celebrations	4 Weeks	Proficiency level is Novice Mid.

Unit Title	All About Me
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to the vocabulary related to describing themselves. Here, students will begin to discuss their names, age (birthday), how they are, and where they live, etc.. After students demonstrate a grasp of the aforementioned, they will begin learning and talking about the people with whom they live. Here, descriptive adjectives will be presented to the students; at this juncture, students should be able to describe themselves and others (family). Introductions and small talks will be introduced for students to understand context and content.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the similarities or differences of these cultures compared to yours? • How are personal interests influenced by culture? • How is life in the United States different from life in a Italian-speaking country? • How do I express my favorite pastimes? • How can I express things I like – favorite color? Animals? • How can you describe someone in a new language? • What are the attributes you can name when describing someone? • How can I gather and exchange information about myself and other in culturally acceptable ways with limited communication abilities? • How do I convey personal information courteously?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Express your favorite pastimes and other leisure activities. • Compare and contrast the activities they enjoy with their classmates • Greet friends and new acquaintances. • Introduce themselves and others.

- Understand simple introductions and respond appropriately.
- Demonstrate comprehension of polite expressions.
- Imitate ways in which people introduce each other.
- Ask classmates how they are and respond the same when asked.
- Distinguish between formal and informal structures in the language when speaking to adults, family members, and peers.
- Implement culturally appropriate ways to get someone’s attention.
- Students will become more globally aware by understanding how their daily life relates to different.
- Students will learn vocabulary pertaining to greetings and farewells.
- Students will learn common expressions of introducing oneself by name.
- Students will know vocabulary, expressions, and question structures pertaining to asking and responding to questions about one’s state of being.
- Students will learn acceptable ways to address people in a formal and informal manner.
- Present orally All About Me (include name, age, where you live, favorite color, favorite animal, how you feel)
- Career Exploration – Students will research a career they are interested and use the future tense.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
<i>Interpersonal Mode of Communication</i>	

<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2016 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	School Days
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.</i>

Unit Goals

Essential Questions	<ul style="list-style-type: none"> • How can you describe things in your classroom/community using another language? • What types of things that are found in your classroom/school can you name? • What are the differences between a classroom/school in the US and other target language countries? • What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Recognize and state times of meals, activities, and other daily routines • Organize ideas to extend language beyond simple sentences by sequencing short stories • Construct basic narrated sequences using memorized target language • Label and match school subjects. • Answer yes/no questions pertaining to school subjects within a typical school schedule. • Express which classes/subjects they like and/or dislike. • Express time vocabulary. • Tell and ask what time it is currently. • State at what time a class is on a school schedule. • Tell someone what classes they take and when. • Write out their current school schedule. • Explain their school schedule to someone else. • Compare and contrast a typical American schedule to one from a country of the target language. • Ask and respond to questions regarding school subjects and scheduling. • Answer questions based on a conversation that they hear or read about someone's school schedule. • Listen to/read and identify common school-related and everyday activities. • Explain different modes of transportation.

- Describe how they get to school from home
- Basic vocabulary for school subjects.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
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World Language Practices	
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<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	

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- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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Speaking & Listening

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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2020 SLS: Career Readiness, Life Literacies, and Key Skills

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- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

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Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Home Sweet Home
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to basic fundamentals of learning a new foreign language. The unit will focus on family vocabulary, adjectives (to describe people and home), infinitives (to describe activities in home), and other related vocabulary.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How does my family life reflect my culture? • How are my home and family life similar to those of kids my age? • How do you describe a home in another language? • What kinds of things do you find in homes? • What kinds of traditions or practice can you describe?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Talk about the activities that they and their families like/dislike doing in various rooms of the house. • Recognize and state times of meals, activities, and other daily routines • Identify and describe family members • Identify and describe rooms of the house • Introduce themselves and family members. • Talk about the age of family. • Talk about and describe family members. • Talk about their home. • Describe the favorite room in the home and substantiate their reasoning with activities and family. • Describe how they would get home from a location.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.

	Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
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Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. • RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 	

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Food Glorious Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to different food and cultures that make up the world.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How are eating habits different in the United States and in Italian-speaking countries? • What food can you describe using another language? • What are some important cultural connections do certain foods have? • How have foods changed from one culture to another. • How is food different in the US rather than Italy?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Discuss how agricultural practices impact the climate. • Describe different types of food and drink. • Talk about food and beverages for breakfast, lunch, and dinner • Talk about likes and dislikes • How to make cultural foods. • Describe why they like certain foods. • Connect what food means to a culture.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency.

	Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the	7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

<p>negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2016 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
Science	<ul style="list-style-type: none"> • 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

Unit Title	Celebrations
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Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to different holidays and their celebrations. The goal is to continue to have students expand their horizons and knowledge of other cultures.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of a celebration? • What words can you use to describe a celebration in another language? • How do celebrations vary across cultures? • How are Italian celebrations different /same as celebration in the US?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Vocabulary pertaining to expressing opinions (likes and dislikes). • Vocabulary pertaining to time, scheduling and activities. • How cultures differ in celebrations • Invite someone to a celebration. • Describe what will take place during a celebration. • How celebrations differ between cultures. • Identify key celebrations between countries. • Identify foods and celebrations supplies that might be used.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
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<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<i>Presentational Mode of Communication</i>	
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<p>can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2016 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	
<ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. • RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	

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Language

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

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2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
<p>ELL, Enrichment, Gifted & Talented Strategies</p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. 		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.