

# Unit 1

Content Area: **World Language**  
Course(s): **Sample Course**  
Time Period:  
Length: **Sample Length & Grade Level**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

# WORLD LANGUAGES LEVEL I/UNIT I

## 6TH GRADE

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

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This area should give an introduction to the Unit.

- What is the Unit About? SALUTATIONS & NUMBERS
- What should students expect to learn from this unit? FORMAL AND INFORMAL COMMUNICATION
- NUMBERS 0-1000.

## NJSLS

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Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.C.L.1.a	Make lists.

## Exit Skills

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What are the skills that the students should have obtained by the end of this unit?

For Example:

By the end of Unit 1, 6TH grade WL Students Should be able to:

- Identify INFORMAL & FORMAL SALUTATIONS
- Identify KEY WORDS THAT ARE ASSOCIATED WITH CERTAIN GROUPS
- Be familiar with NUMBERS 0-1000
- Introduce themselves and others
- Understand the cultural aspects of salutations

## **Enduring Understanding**

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**Definition:** *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

Enduring understandings:

1. The students will know how to greet others informally and formally.
2. They will know how to greet people their age and adults.
3. They will see the differences of traditions in other cultures.
4. Knowing numbers 0-1000.

## **Essential Questions**

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**Essential Question:** A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- They can help students discover patterns in knowledge and solve problems.
- They support inductive teaching—guiding students to discover meaning, which increases motivation to learn.
- They are one of the most powerful tools for helping students think at more complex levels.
- They engage the personal intellect—something that traditional objectives usually fail to do.
- Have no obvious “right” answer
- Raise other important questions, often across subject-area boundaries

- Address a concept
- Raise other important questions
- Naturally and appropriately recur
- Stimulate critical, ongoing rethinking
- Are framed to provoke and sustain student interest

### **What makes a Questions "Essential?"**

- Continues throughout all our lives
- Refers to core ideas and inquiries within a discipline
- Helps students effectively ask questions and make sense of important and complex ideas, knowledge, and know-how
- Engages a specific and diverse set of learners

### **Two Types of Essential Questions:**

- Overarching: The overall “Big Idea”
  - More general, broader
  - Point beyond specific topics or skills
  - Promote the transfer of understanding
- Topical: Unit or lesson specific but still promotes inquiry
  - Unit or lesson specific - used to guide individual units or lessons
  - Promote inquiry
  - Resist obvious answers
  - Require explanation and justification

### **Examples:**

- What DO THE TERMS "FORMAL" AND "INFORMAL" MEAN?
- To whom do you refer in the formal?
- To whom do you refer in the informal?
- Which adults would you refer to in the informal? formal?
- How do you ask someone's name? How do you respond?
- What is the importance of social structure in the culture of the target language?
- What is the importance of knowing the difference?
- How are cultural perspectives (attitudes, values, and beliefs) reflected in it's products or social practices?
- What are the traditions in other cultures?
- How do you greet others?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world language classroom help me understand who I am in the world in which I live?
- What are the traditions in other cultures?
- How do I develop communicative competence?
- Which greeting would you use at a job interview?
- Which greeting would you use with your principal?
- What is the price of a bread?
- What is the score of a soccer match? baseball?
- What time is it on the east coast as opposed to the target language country?

## Learning Objectives

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### Tips on Writing Good Learning Objectives

#### Bloom's Taxonomy

#### Applying Bloom's Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as “identify”, “argue,” or “construct” are more measureable than vague or passive verbs such as “understand” or “be aware of”. As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

#### Sample Learning Objectives for a Lower Division Course

After completing UNIT 1, students will be able to:

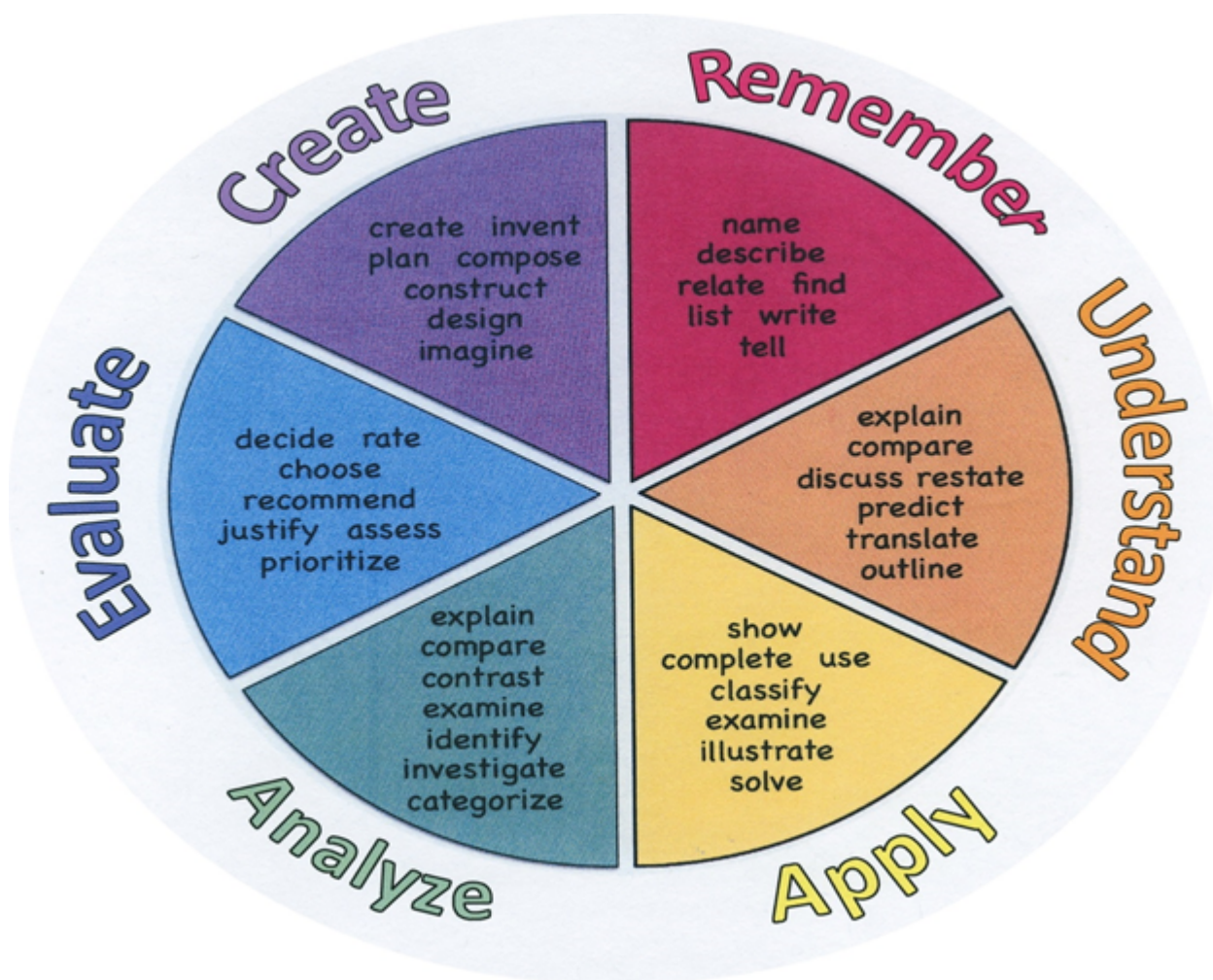
- **IDENTIFY** FORMAL AND INFORMAL SPEECH
- **UTILIZE** PARTS OF SPEECH WITH THE APPROPRIATE GROUPS
- **COMPOSE** BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING NUMBERS

#### Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct

Reproduce	Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform
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### Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

WL.7.1.NM.A.C

Cultural

WL.7.1.NM.A.L

Linguistic

ELL.6-8.S.A

Demonstrate the ability to engage in oral discourse in paired, small-group, or whole-class activities to convey ideas.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Geography

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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What technology can be used in this unit to enhance learning?

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/!Padagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



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As a Reminder:



The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- THERE ARE NO STANDARDS AVAILABLE FOR WORLD LANGUAGES.

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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### CLASSROOM RESOURCES (WHEN AVAILABLE):

- DICTIONARIES
- COMPUTERS
- TEXT BOOKS
- HAND OUTS
- VISUALS

### TEACHER NOTES

## CELL PHONE APPS

### Ancillary Resources

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CURRENT WORKING COMPUTER IN EACH CLASS  
SMART BOARD IN EACH CLASSROOM

CLASS TRIPS

CROSS CURRICULAR CLASS TRIPS

### Sample Lesson

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name: GREETINGS & NUMBERS

NJSLS: See "standards" tab.

Interdisciplinary Connection: ELA

Statement of Objective: For the learner to acquire the knowledge of greeting different types of people.

Anticipatory Set/Do Now: Phrase or a saying of the day.

Learning Activity: Greeting scenarios.

Student Assessment/CFU's:

#### Description

- 0x • Fist- to-Five or Thumb-Ometer
- 0x • Red Light, Green Light
- 0x • Exit Tickets
- 0x • Admit Tickets
- 0x • Common benchmarks
- 0x • Evaluation rubrics
- 0x • Self- assessments
- 0x • Unit tests
- 0x • Quizzes
- 0x • Journals
- 0x • KWL Chart
- 0x • Teacher Observation Checklist
- 0x • Explaining
- 0x • Evaluate
- 0x • Describe
- 0x • Define
- 0x • Compare & Contrast
- 0x • Question Stems
- 0x • Illustration
- 0x • Outline
- 0x • Anticipation Guide
- 0x • Newspaper Headline
- 0x • Quickwrite
- 0x • Socratic Seminar

- 0x • Study Guide
- 0x • Think, Write, Pair, Share
- 0x • Top 10 List
- 0x • Create a Multimedia Poster
- 0x • Think, Pair, Share

Materials: Notebooks, text, boards, pens, handouts, cell phones (if available), computers (when available)

21st Century Themes and Skills:

#### Description

- 0x • Communication and Collaboration
- 0x • Information Literacy
- 0x • Media Literacy
- 0x • ICT (Information, Communications and Technology) Literacy
- 0x • Life and Career Skills
- 0x • Creativity and Innovation
- 0x • Critical thinking and Problem Solving

Differentiation/Modifications:

- 0x • additional time for skill mastery
- 0x • preview of content, concepts, and vocabulary
- 0x • behavior management plan
- 0x • have student repeat directions to check for understanding
- 0x • teacher initiated weekly assignment sheet
- 0x • highlighted text visual presentation
- 0x • student working with an assigned partner
- 0x • modified test length
- 0x • modified assignment format
- 0x • assistive technology
- 0x • computer or electronic device utilizes
- 0x • check work frequently for understanding
- 0x • secure attention before giving instruction/directions
- 0x • shortened assignments
- 0x • extended time on tests/ quizzes
- 0x • modified test content
- 0x • modified test format
- 0x • multiple test sessions
- 0x • multi-sensory presentation
- 0x • preferential seating
- 0x • Reduced/shortened written assignments
- 0x • printed copy of board work/notes provided
- 0x • reduced/shortened reading assignments
- 0x • Use open book, study guides, test prototypes
- Center-Based Instruction

Integration of technology

MA.2.4.1.2 A.1.a

Whole numbers through hundreds

WL.7.1.NM.A.C.1

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

WL.7.1.NM.A.L.1

The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

