

# Unit 3

Content Area: **Sample Content Area**  
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

## UNIT 3 / GRADE 6

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: August 24, 2015

## Unit Overview

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This area should give an introduction to the Unit.

- What is the Unit About? PRESENT INDICATIVE TENSE VERBS
- What should students expect to learn from this unit? THE DIFFERENCES BETWEEN FIRST, SECOND, AND THIRD CONJUGATIONS OF THE PRESENT INDICATIVE TENSE VERBS.

## NJSLS

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WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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.
WL.7.1.NM.B.C	Cultural
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia -

rich presentation on targeted themes to be shared virtually with a target language audience.

## **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 3 grade 6 Students Should be able to:

- **IDENTIFY** DIFFERENT PRESENT TENSE VERBS.
- **MEMORIZE** THE FIRST, SECOND, AND THIRD SINGULAR AND PLURAL ENDINGS OF PRESENT INDICATIVE TENSE VERBS.
- **UTILIZE** CONJUGATIONS IN SHORT PHRASES.

## **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. We conjugate the verb "to be" in the first, second, or third person differently.
2. Knowing how to ask certain questions in the target language is very important.
3. Understanding responsive commands is vital when learning a language.

## **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:**

- HOW DO WE CONJUGATE "TO BE" IN THE FIRST, SECOND, OR THIRD PERSON?
- HOW DO WE SAY "DO YOU SPEAK FRENCH"?
- HOW DO WE SAY "I LIKE TO PLAY THE GUITAR"?
- HOW DO WE SAY "I NEED TO USE THE BATHROOM?"
- HOW DO WE SAY "MAY I GO TO THE NURSE"?
- RESPONSIVE COMMANDS: "TAKE OUT YOUR HOMEWORK" "COME TO THE BOARD" "BE SILENT" "OPEN YOUR NOTEBOOKS" "READ" "WRITE" ETC.

## **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 3, 6th grade students will be able to:

- **Identify** VERBS WITHIN A GIVEN LITERATURE BY THEIR ENDINGS AND OR DEFINITION.
- **Use** CLASS SCHEDULE TO **summarize** DAILY ROUTINE.
- **Evaluative** the information TO UTILIZE THE CORRECT CONJUGATED FORM.

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



### Interdisciplinary Connections

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

### Alignment to 21st Century Skills & Technology

#### 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

## 21st Century/Interdisciplinary Themes

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

WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
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.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.

## 21st Century Skills

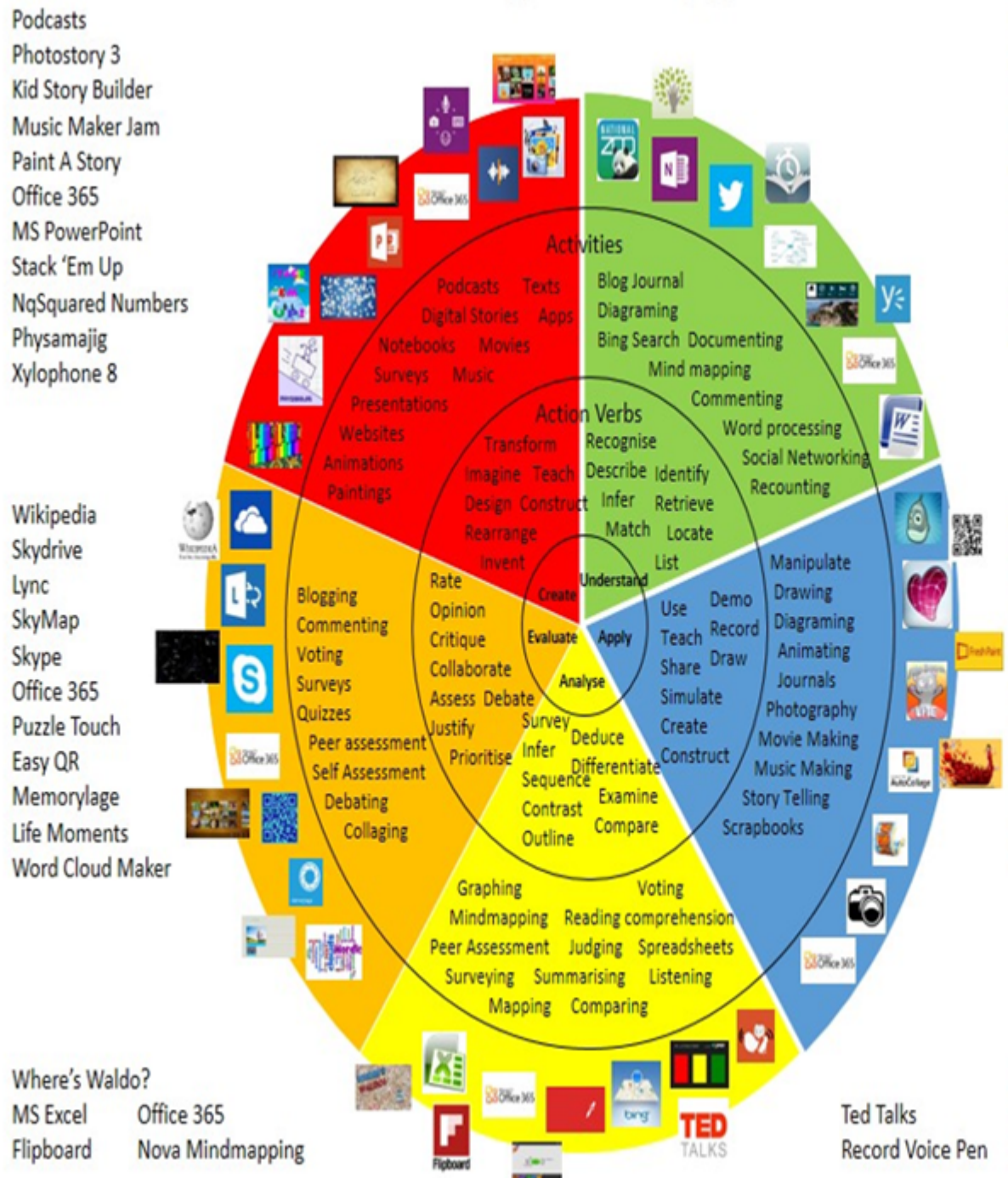
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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy



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

## Win 8.1 Apps/Tools Pedagogy Wheel



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



## **Differentiation**

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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

- 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

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### **Ancillary Resources**

CURRENT WORKING COMPUTER IN EACH CLASS

SMART BOARD IN EACH CLASSROOM

CLASS TRIPS

CROSS CURRICULAR CLASS TRIPS

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### **Sample Lesson**

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

Unit Name: MY DAILY ROUTINE

NJSLS: SEE STANDARDS

Interdisciplinary Connection: ELA

Statement of Objective: FOR THE LEARNER TO USE DIFFERENT VERBS TO DESCRIBE A ROUTINE.

Anticipatory Set/Do Now: A PHRASE OR SAYING OF THE DAY RELATED TO VERB STRUCTURE

Learning Activity: OUTLINING A ROUTINE

Student Assessment/CFU's: DESCRIBE, OUTLINE, AND EXIT TICKETS

Materials: NOTEBOOKS, BOARD, DICTIONARIES, NOTES, HANDOUTS, ETC.

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
- 0x • Center-Based Instruction

Integration of Technology: CELL PHONE APPS (ENGLISH-TARGET LANGUAGE DICTIONARY),  
WWW.WORDREFERENCE.COM

WL.7.1.NM.B.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.)