

Unit 3 Grade 7

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

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

WORLD LANGUAGES LEVEL 1/UNIT 3 Present Tense Indictive Verbs

7TH GRADE

Belleville Board of Education

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Board Approved: August 24, 2015

Unit Overview

This area should give an introduction to the Unit.

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

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.A	Interpretive Mode
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.C	Cultural
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.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.

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0x

Exit Skills

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

For Example:

By the end of Unit 3, 7TH st grade WL 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

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. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as

facts and skills

2. Can transfer to other fields as well as adult life
3. “Unpack” areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions
4. Provide a conceptual foundation for studying the content area and
5. Are deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

Example:

Reading/Literature

This is an Enduring Understanding

Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.

This is an Essential Question

How is reading a process of constructing meaning from text?

Essential Questions

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

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, students will be able to:

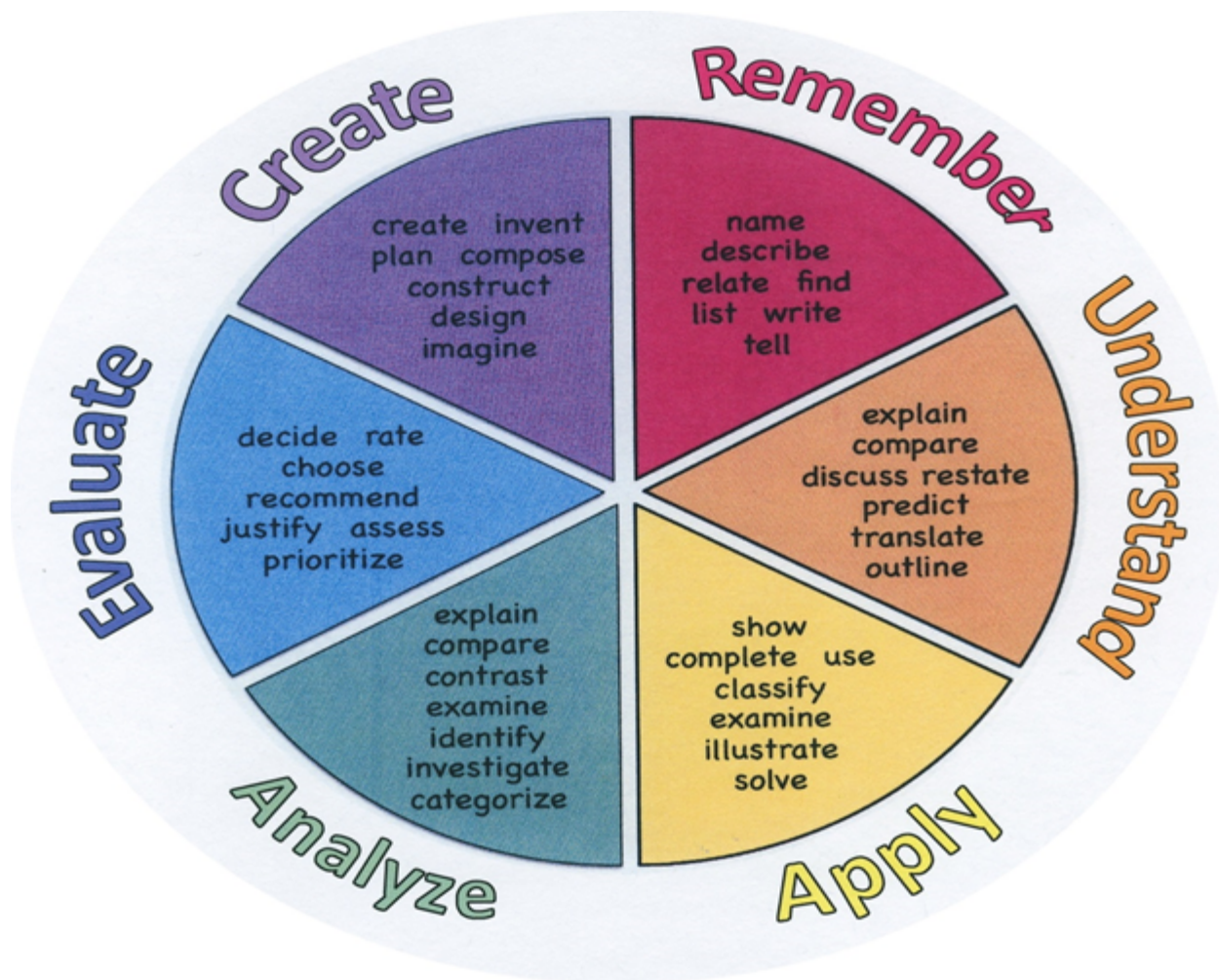
- **Identify** VERBS WITHIN A GIVEN LITERATURE BY THEIR ENDINGS AND OR DEFINITION.
- **Use** CLASS SCHEDULE TO **summarize** DAILY ROUTINE.

- **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.

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.
Interpretive Mode

WL.7.1.NM.A

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.C.2

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

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
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

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

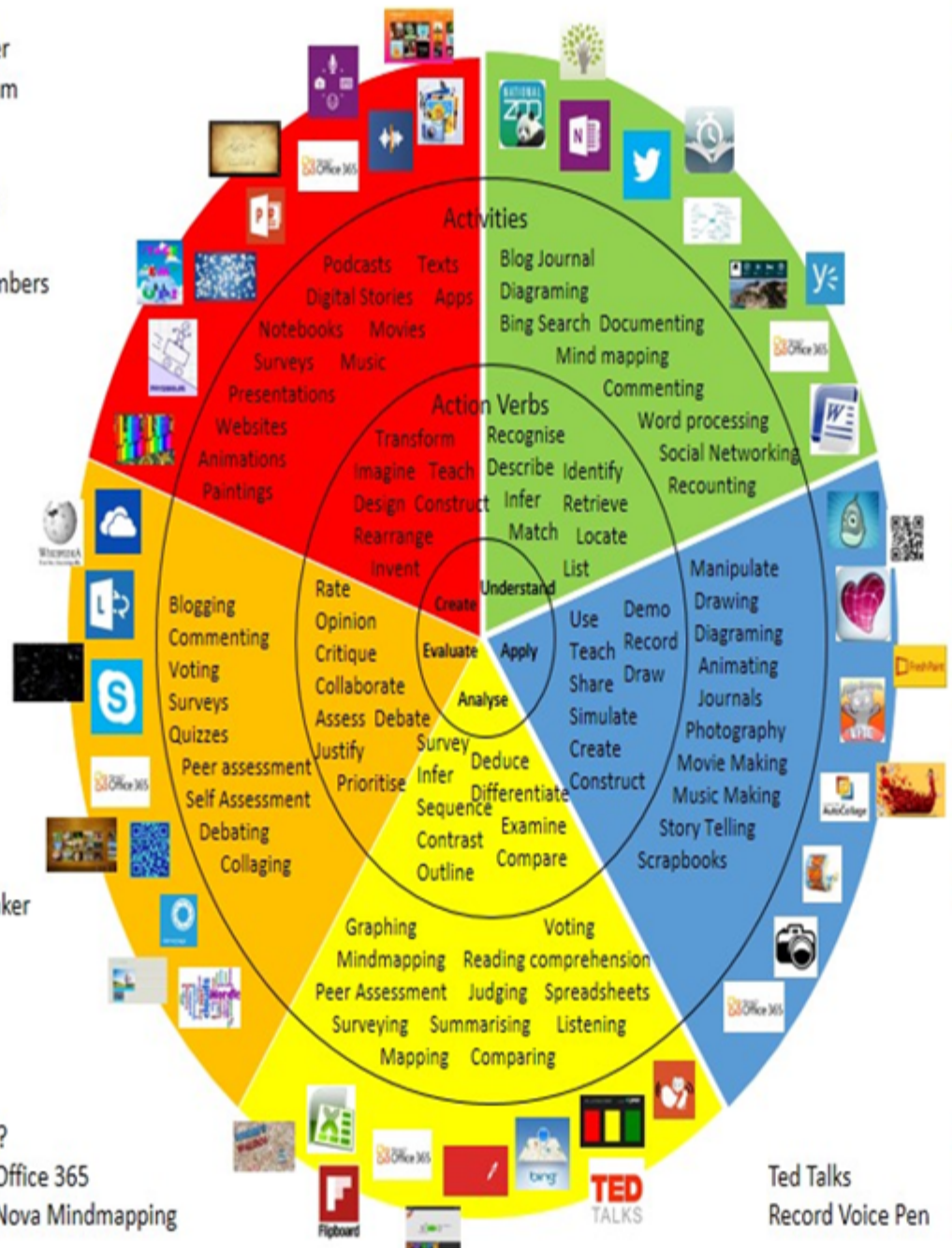
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



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

As a Reminder:

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

Resources: • THERE ARE NO RESOURCES AVAILABLE ON THE STANDARDS WEBSITE FOR WORLD LANGUAGES

Special Education

- 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

- 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

- 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

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

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

CLASSROOM RESOURCES (WHEN AVAILABLE):

- DICTIONARIES
- COMPUTERS

- TEXT BOOKS
- HAND OUTS
- VISUALS

TEACHER NOTES

CELL PHONE APPS

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

CURRENT WORKING COMPUTER IN EACH CLASS

SMART BOARD IN EACH CLASSROOM

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 LEARNERS 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

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.)