Unit 1: Expressing How We Feel

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fifth Grade World Language

Unit 1: Expressing How We Feel

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Catherine Maucione and Ms. Lourdes Chavez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

The first unit of the 5th grade target language course guides students through a process of acquiring more specific language to exchange information about how they feel in a variety of situations. Students will also finish the unit prepared to communicate with others about what part of their body hurts and how to request help. Target language learners will have the opportunity to practice reading and reading comprehension skills throughout the unit.

Enduring Understandings

Students will understand that...

- an ability to communicate in more than one language provides advantages for an individual.
- respect for multiple ways of expressing the same feelings and sense of solidarity.
- an evolving ability to enrich oneself through communicating and sharing on a global level.

Essential Questions

- How do the target language speakers talk about how they feel?
- What are ways I can look for information I need to obtain from written text?
- How is my life enriched through the ability to express myself in multiple ways?

Exit Skills

By the end of Unit 1: Expressing How We Feel, students should be able to...

- ask and answer "How are you?"
- ask and answer "What is hurting you" using complete target language sentences.

- label 10 parts of the body in the target language.
- answer target language comprehension questions based on reading passages containing.
- perform the appropriate physical response to the ten body parts and six emotion phrases.

New Jersey Student Learning Standards (NJSLS)

Standard 7.1 **Novice-High** for Grades 5 & 6

Strand A: Interpretative Mode

Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversation dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural

- Immigration changes both the community of origion and the new community.
- The study of another language and culture deepends understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cutlural perspectives.
- Human and animal migration often related to availability of resources and the ability to adapt to the environment.
- Perseonal preferences and skills are key factors to consider when making decisions about postsecondary plans.
- The amount of leisure time available and how it is spent varies among cultures.
- Wellness practices may vary across cultures.
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.
- Current trends and issues influence popular culture.

Strand B: Interpersonal Mode

Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences indepednently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:

Initiate, maintain, and end a conversation
Ask for and give permission
Express needs
Give reasons
Request, suggest, and make arrangements
Extend, accept, and decline an invitation
Express an opinion and preference

Cultural (please see above)

Strand C: Presentational Mode

Linguistic - has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences indepednently to:

- Handle simple transactions related to everyday life:

  Express needs

  Give reasons

  Express an opinion and preference

  Request and suggest

Cultural (please see above)

WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections

LA.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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.

Learning Objectives

In Unit 1: Expressing How We Feel, students will be able to...

- ask and answer "How are you?" by using memorized target language phrases.
- ask and answer "What is hurting you?" using complete target language sentences.
- label 10 parts of the body in the target language.
- answer target language comprehension questions based on reading passages containing target vocabulary.
- perform the appropriate physical response to the ten body parts and the six emotion phrases.
- compare and contrast English and the target language in the ways they express wants and needs.

Suggested Activities & Best Practices

- Greet students with a "How are you?" at beginning of class and address various responses.
- Randomly utilize TPR to express various feelings such as "Tengo hambre".

Assessment Evidence - Checking for Understanding (CFU)

- Chorals of various feelings along with motions demonstrating each. (Formative)
- Quiz on various feelings with matching of pictures to expressions. (Summative)
- Novice-High Proficiency Level Assessments. (Benchmark)

Assessing Proficiency

- **Independent of specfic instruction or curriculum:** Describes what the language can do regargless of where, when or how the language was required
- **Spontaneous**: Tasks are non-rehearsed situations
- **Broad Content and Context:** Context and content are those that are appropriate for the given level
- **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consisten patterns of all the crtieria for a given level, all of the time

Novice-High Level: Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Evaluation Rubrics (Summative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- Journals (Formative/Summative)

- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Formative)
- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Summative)
- Study Guide (Formative)
- Surveys (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share (Formative)
- Top 10 List (Formative)
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Alternative)

Primary Resources & Materials

- Foreign Language for Kids by Kids Online Program
- Vocabulary Sticker Sets
- Flashcards

Ancillary Resources

- Joint National Committee for Languages (JNCL) (https://www.languagepolicy.org/)
- American Council on the Teaching of Foreign Languages (ACTFL) (https://www.actfl.org/)
- Foreign Language Educators of New Jersey (FLENJ) (http://flenj.org/)
- SmartBoard
- YouTube

Technology Infusion

- Students identify parts of the body along with a picture created on Chromebook.
- As a class activity, students draw a creature on the SmartBoard utilizing geometric shapes and colors.



Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;

- Visual and Performing Arts

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.CS1	Understand and use technology systems

21st Century Skills/Interdisciplinary Themes

- 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

21st Century Skills

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

Differentiation

- Visuals are utilized for the presentation of feelings and body parts vocabulary.
- TPR is utilized for the identification of the body parts.

Differentiation:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Allow for peer instruction on reviewing the writing of the new emotion vocabulary and expressions.
- Utilize TPR for identification of body parts in a game form.

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- Utilize true/false statements on quiz of body parts.
- Repeat the expressions of feelings many times before testing.

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

At Risk

- Reduce the number of answers required on the quiz of body parts.
- Maintain a word bank in classroom of the feelings expressions.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

- Have students create a crossword puzzle of body parts vocabulary for classmates to solve.
- Have students act as Simon in a game of Simon Says.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Expressing How We Feel

NJSLS: See link

Interdisciplinary Connection: Language Arts

Statement of Objective: Students will be able to identify expressions of feelings through visuals and chorals.

Anticipatory Set/Do Now: Ask students "How are you?" and write them on the board. Review some of the familiar emojis.

Learning Activity: Students will be exposed to various emojis along with their corresponding expressions in the target language. Students will be given variours situations and asked to utilize an emoji to identify their reactive feelings. We will group them into similar feelings and practice saying them out loud.

Student Assessment/CFU's: Chorals, matching of pictures to expressions

Materials: Poster, Paper

21st Century Themes and Skills: Civic Literacy

Differentiation/Modifications: Visuals

Integration of Technology: YouTube sing along of feelings for students' participation

WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.