

Unit 1 - Expressing How We Feel

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **SeptOct**
Length: **8 weeks grade 5**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

World Language Grade 5 Unit 1 Expressing How We Feel

Belleville Board of Education

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Belleville, NJ 07109

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Board Approved: August 24, 2015

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 might 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.

5th graders finish their elementary world language studies with an emphasis on reading and speaking comprehension. Each unit will provide opportunities for students to read closely to determine what the text says explicitly and to make logical inferences from it. These opportunities complement objectives in the Language Arts curriculum. Students will exit the program having acquired sentences, words and phrases that allow them to communicate at the Novice Mid or High Level. According to the American Council on the Teaching of Foreign Languages, target language “speakers at this level are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is concentrated on topics necessary for basic expression in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.”

NJSLS

Reading

[CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

[CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Writing:

[CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

[CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard(s)

World Language Standards

- Interpretive Mode
 - 7.1.NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.
 - 7.1.NM.A.5- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- Interpersonal Mode
 - 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.
 - 7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Presentational Mode
 - 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.

- 7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

Common Core Standards (ELA)

- [CCSS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [CCSS.ELA-Literacy.RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.
- [CCSS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [CCSS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [CCSS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [CCSS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [CCSS.ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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- [CCSS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [CCSS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.
- [CCSS.ELA-Literacy.SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

Technology Standard(s)

- 8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)
- 8.1.2. A.4 Create a document with text using a word processing program.
- 8.1. P.C.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”

Social Studies Standard(s)

- 6.1. P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1. P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Exit Skills

Students Will Be Able To...

1. ...ask and answer "How are you?" by using any of 6 memorized target language phrases. Interpersonal Mode
2. ...ask and answer "What is hurting you"? using complete target language sentences. Interpersonal Mode
3. ...label ten parts of the body in the target language. Presentational Mode
4. ...answer target language comprehension questions based on reading passages containing target vocabulary. Interpretative Mode
5. ...perform the appropriate physical response to the ten body parts and the six emotion phrases. Interpretive Mode

Enduring Understanding

- 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?

Learning Objectives

Reading

[CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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5. ...perform the appropriate physical response to the ten body parts and the six emotion phrases. Interpretive Mode
6. ...compare and contrast English and the target language in the ways they express wants and needs. Interpretive mode

- A. To lay a foundation of second language skills that will equip students to succeed at other levels of language learning.
- B. To foster in students an enjoyment of foreign language and an appreciation of cultural diversity.
- C. To develop students' abilities to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- D. To guide students in the development of healthy social interactions with diverse peers through the discussion of the course's "Essential Questions".
- E. To allow students to see connections between language learning and their academic tasks in other subject areas.
- F. To introduce the learners to the analysis of diverse world cultural patterns and to compare them with their own cultural patterns.

Interdisciplinary Connections

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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

Students will participate in various activities that will support the technology standards listed above. Activities include manipulation of SmartBOARD, collaboration in internet searches, aid teacher in the use of power point, and use video projection to present their work

Differentiation

- TPR (Total Physical Response) and TPRS (Storytelling)
- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning (cooperative learning groups).
- Use technology (including SmartBoards, multimedia presentations, turning point, video projection to share student work...etc).
- Use a variety of print and non-print materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning styles.
- Use games and activities that involve movement to aid in the teaching kinesthetic learning.
- Activation of prior knowledge through teacher led discussions.

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

Reading A-Z.com

Student portfolio

Ancillary Resources

Blank maps

Vocabulary handouts

Alphabet worksheets

Magnetic letters

Flash cards

Whiteboard

Crossword puzzles

Number searches

Calendars

Color worksheets

Classroom objects

Picture cards

Songs

Vocabulary charts and walls

Manipulatives

Posters

Story telling

Sample Lesson

See Unit 4 for sample lesson.