

Elementary  
World  
Language  
Grade 5

June

2015

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The Elementary World Language courses are communicative based courses that were developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCC Standard 7.1.

**Fair Lawn  
Public Schools**

**Fair Lawn, NJ**  
**Fair Lawn School District**

**Committee Credits**  
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## Elementary World Language Grade 5

### I. Course Synopsis

The World Language grade 5 curriculum develops basic speaking, writing and listening skills aligned with the Grade-Specific (5) Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore three thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our three central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

### II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

#### B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

#### C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

#### D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for

students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

#### E. Differentiated Instruction

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted and Talented) is embedded in targeted scaffolding based on a knowledge of each student's interests and assessment data.

### III. Scope & Sequence

There are three thematic units (Units 1-3); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

**Unit 1: Let's Eat (10-12 weeks):**

How does culture influence the foods that we eat and meal time etiquette?

**Unit 2: Pack Your Bags (10-12 weeks):**

How does culture influence what we wear?

**Unit 3: Bon Voyage (10-12 weeks):**

How does travel enhance our understanding of other cultures?

#### **IV. Unit Descriptions**

##### **Unit 1: Let's Eat**

##### **Enduring Understanding:**

The experiences that one has living in a particular location can affect the way one lives his or her life. In this unit, students will examine different cultural foods and practices associated with the target culture. Students will learn how to conduct themselves in different food-related settings.

##### **Essential Questions:**

- What do you eat for breakfast, lunch, and dinner?
- What are your favorite foods?
- What are the cultural differences between eating and food shopping habits of the U.S. and that of the target culture?
- How do you order food from a restaurant from an authentic menu?
- How do you express sentiments about your meal?
- How do you best demonstrate proper etiquette in the target culture when going out to eat?

##### **Student Learning Objectives:**

Students will be able to

- Identify and describe food vocabulary.
- Use expressions that relate to food.
- Express likes and dislikes.
- Classify foods into groups.
- Compare and contrast shopping and eating habits.
- Negotiate restaurant vocabulary.
- Demonstrate an understanding of restaurant etiquette in the target culture.
- Recognize table settings and monetary differences between cultures.
- Compare and contrast meal times.
- Describe terms related to food preparation.

**Can Do Statements:**

- I can identify and name different foods.
- I can conduct a food-related conversation in the target language.
- I can express my likes and dislikes

**Language Functions:**

- Describing
- Naming/identifying
- Expressing opinions
- Asking for and giving information

- Reading a menu
- Sorting and categorizing

**Suggested Vocabulary:**

- Terms related to food and beverages.
- Terms related to eating in a restaurant.
- Shopping and dining expressions (i.e. How much is...?, I would like..., etc.).
- Table setting.
- Meals.
- Verbs (to eat, to drink, to buy, to sell, to want, to like, to order).
- Time expressions.
- Authentic dishes (les moules, la quiche, la paella, el gazpacho).
- Stating likes and dislikes.
- Adjectives describing foods (good, bad, delicious, salty, sweet).

**Suggested Activities and Benchmark Assessments:**

- Dialogue (eating in a restaurant/ordering food/grocery shopping).
- Listening activities (identify food, utensils, other related terms) .
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter, Four Corners).
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).

- PowerPoint/Internet access to related vocabulary of the target culture.
- Venn Diagram comparing different eating/shopping habits.
- Dice Game (true/false statements/sentence building activity).
- Identification games (i.e. Hot and Cold, Seven-Up).
- Students sing songs in target language.
- Cloze activity.
- Graphic organizer charting daily meals.
- Survey and graph classmates' attitudes about favorite foods.
- Word search/crossword puzzles.
- Scavenger hunt.
- Food guessing games using descriptive adjectives.
- Envelope activities (categorizing and sequencing).

**Cultural Practices, Products, and Perspectives:**

- Authentic dishes.
- Mealtimes and portions.
- Restaurant etiquette and the practice of tipping.
- Comparing and contrasting eating and drinking habits.
- Famous chefs and cafés or restaurants.
- Money from the target culture.
- The use of the partitive (some) in French.

- Shopping habits and specialty shops.

**NJCCCS:**

7.1.NM.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NM.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NM.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NM.A.8 Identify some unique linguistic elements in English and the target language.

7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.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.

7.1.NM.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NM.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NM.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NM.C.3 Describe in writing people and things from the home and school environment.

7.1.NM.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

## **Unit 2: Pack Your Bags**

### **Enduring Understanding:**

The experiences that one encounters while traveling can open your mind to so many different things. Clothing is not only an essential necessity of daily life, but what one wears is indicative of one's cultural identity. Students will examine things that affect this identity such as: seasons, local weather, and the social etiquette of cultural shopping experiences.

### **Essential Questions:**

- How is clothing culturally relative?
- How does the weather/season influence our clothing choices?
- How do we approach shopping experiences in the target culture?

### **Student Learning Objectives:**

Students will be able to

- Identify and describe clothing vocabulary.
- Use expressions that relate to shopping for clothing.
- Negotiate meaning when buying clothes (i.e. size and color).
- Express likes and dislikes.

- Compare and contrast clothing with that of the target culture.
- Conduct a simple conversation using clothing/shopping vocabulary.
- Recognize monetary differences between cultures when shopping.

**Can Do Statements:**

- I can describe the clothing that I am wearing.
- I can ask for what I want to buy.
- I can say what I like and do not like.
- I can describe the weather in each of the 4 seasons.
- I can say what clothing to wear in a given situation.

**Language Functions:**

- Describing
- Requesting
- Naming/identifying
- Expressing opinions and/or complaints
- Asking for and giving information

**Suggested Vocabulary:**

- Terms related to clothing.
- Shopping expressions (How much is...?, I would like...).

- Stating likes and dislikes.
- Verbs (to buy, to cost, to wear).
- Adjectives describing clothing.

**Suggested Activities and Benchmark Assessments:**

- Dialogue (buying clothes).
- Listening activities.
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter, Four Corners).
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- PowerPoint/internet access to related vocabulary of the target culture.
- Dice Game (true/false statements/sentence building activity).
- Identification games (i.e. Hot and Cold, Seven-Up).
- Online shopping.
- Partner pricing activity (i.e. Price is Right).
- Cloze activity.
- Graphic organizer charting what clothes to wear in different seasons.
- Word search/crossword puzzles.
- Clothes guessing games using descriptive adjectives.
- Envelope activities (categorizing and sequencing).

**Cultural Practices, Products, and Perspectives:**

- Famous designers (i.e. Oscar de la Renta, Chanel, Dior).
- Shopping using currency (euro, peso).
- Comparing fashion styles and trends in the U.S. and that of the target culture.
- Size differences.
- Well-know clothing stores of the target culture.

**NJCCCS:**

7.1.NM.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NM.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NM.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NM.A.8 Identify some unique linguistic elements in English and the target language.

7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.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.

7.1.NM.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NM.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NM.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NM.C.3 Describe in writing people and things from the home and school environment.

7.1.NM.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

### **Unit 3: Bon Voyage**

#### **Enduring Understanding:**

Travel and transportation enhance our understanding of other cultures. In this unit students will explore and compare modes of transportation among cultures and consider the experiences they would have upon arriving at their destinations. This includes examining history, monuments and products representative of the target culture.

#### **Essential Questions:**

- What modes of transportation can we use to travel?
- What major monuments are located in your destination?
- What are some important facts about your destination?
- Why is it important to travel to another country?
- What are the social impacts of learning about other cultures?
- How important is it to know about the customs of the target culture?

What senses do you use to interpret the world around you?  
How do you interpret art?

**Student Learning Objectives:**

Students will be able to

- Identify and describe modes of transportation.
- Compare and contrast U.S. modes of transportation with the target culture
- Use expressions that relate to sightseeing.
- Utilize the target language in order to navigate (prepositions and directions).
- Express need as related to travel situations (i.e. Where is...?, I need...).
- Identify major monuments.
- Use five senses to interpret pieces of art.
- Ask and answer questions about art compositions (use prepositions).
- Interpret a painting in written and/or oral form.
- Invent a story based on a picture prompt.

**Can Do Statements:**

- I can identify different modes of transportation
- I can identify important monuments from the target country
- I can ask where something is located
- I can describe a painting

**Language Functions:**

- Comparing/contrasting
- Describing cultural items
- Expressing likes/dislikes
- Asking for information
- Speculating on the future

**Suggested Vocabulary:**

- Terms related to travel and travel expressions.
- Stating needs.
- Verbs (to travel, to go, to take, to want, to do, to fly, to see, to be, to paint, to draw).
- Prepositions of location
- Five senses and the body parts associated.
- Terms to interpret selected art work.
- Adjectives (color and size).

**Suggested Activities and Benchmark Assessments:**

- Dialogue (showcase survival skills in a real life situation).
- Listening activities(teacher guided listening and drawing).
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter, Four Corners).

- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- PowerPoint/Internet access to related vocabulary of the target culture.
- Dice Game (true/false statements/sentence building activity).
- Identification games (i.e. Hot and Cold, Seven-Up).
- Online virtual tours of museums.
- Partner pricing activity (i.e. Price is Right).
- Cloze activity.
- Graphic organizer charting what clothes to wear in different seasons.
- Word search/crossword puzzles.
- Back-to-back partner illustrations.
- Artist race.
- Fill-in activities related to sightseeing information.
- Reading comprehension activities.
- Extrapolate detail from authentic print material.
- Associate colors with emotions.
- Guess the composition based on student or teacher descriptions.
- Scavenger Hunt.
- Label the composition.
- Student self-evaluation checklist.

**Cultural Practices, Products, and Perspectives:**

- Monuments, museums, and tourist attractions (i.e. Eiffel Tower, Louvre, Prado, Plaza Mayor).
- Different types of transportation (France: TGV, Spain: AVE).
- Famous artists and works of art.
- Well-known figures from the target culture.

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#### **V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), [www.senorwooly.com](http://www.senorwooly.com), <https://www.youtube.com/user/papitus>
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), [www.spanishspanish.com](http://www.spanishspanish.com)
- WL teacher website

#### **VI. Assessments**

##### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle

- Deductive Reasoning Reading
- Student self-assessment

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

**VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body	Use of graphic organizers

		movements	
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<b>MODIFICATIONS</b>			
<p><b><u>Speaking</u></b> <u>Provide:</u></p> <ul style="list-style-type: none"> <li>-sentence starters</li> <li>-processing time</li> <li>-cues and prompts</li> <li>-embedded choices</li> <li>-practice time</li> </ul>	<p><b><u>Groups/Pairs</u></b> <u>Teach:</u></p> <ul style="list-style-type: none"> <li>-rules and expectations</li> <li>-skills of independence – bridging phrases, disagreeing agreeably, voice level</li> <li>-strategies for moving in and out of groups</li> <li>-signal for getting teacher’s attention</li> </ul>	<p><b><u>Reading</u></b> <u>Use:</u></p> <ul style="list-style-type: none"> <li>-peer tutoring</li> <li>-label main ideas</li> <li>-label 5 W’s</li> <li>-visual imagery</li> <li>-graphic organizers</li> </ul> <p><u>Allow:</u></p> <ul style="list-style-type: none"> <li>-Highlighting of key words/concepts</li> <li>-Silent pre-reading</li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>-Shorten task</li> <li>-Require lists rather than sentences</li> </ul> <p><u>Allow:</u></p> <ul style="list-style-type: none"> <li>-note-taking</li> <li>-visual representation of ideas</li> <li>-collaborative writing</li> <li>-Brainstorm word bank</li> <li>-Pre-writing with graphic</li> </ul>

	<u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles	-Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies	organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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**VIII. New Jersey Core Curriculum Content Standards**

*Include:*

- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

## **IX. Interdisciplinary Connections and Alignment to Technology standards**

The following topics have connections to other content areas:

- **Geography of Target Language Countries (Social Studies):**

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- **Technology - See above**
- **21st Century Life and Careers - See above**