

Curriculum Design	
Content Area: World Languages	
Course Title: Middle School Specials	Grade Level: 5
Interpretation of Language	10 weeks
Interpersonal Language Skills	10 weeks
Presentational Language Skills	10 weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview	
Content Area: World Languages	
Unit 1 Title: Interpretation of Language	
Grade Level: 5	
Unit Summary:	<p>Understanding common words and phrases from other languages helps us to communicate with others. Learning about a new language and culture deepens my understanding of my own language and culture. People around the world have many things in common.</p> <p>Primary interdisciplinary connections: English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music</p> <p>ELA- RI.5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA- RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>21st century themes: 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions</p>
Learning Targets	
Standards: 7.1 World Languages-	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Content Statements	<ul style="list-style-type: none"> • Understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts • Immigration changes both the community of origin and the new community. • The study of another language and culture deepens 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 cultural perspectives.
 - Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
 - Personal 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.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Why study another culture? • How are language and culture linked? • What can I learn about my own language and culture from the study of other languages and cultures? • How does the study of another language and culture make the world seem smaller? 	<ul style="list-style-type: none"> • We study other cultures to help us understand and interact with others appropriately. • Common languages connect people. • I can learn about my own language and culture by comparing and contrasting it with other languages and cultures. • The study of other languages and cultures teaches me that although people may seem different, we have common needs, wants, and likes.

Evidence of Learning

Equipment needed:

- Prentice Hall’s Realidades Student Edition
- The following culturally authentic materials and resources will be used: sheet music and instruments, Internet resources and technology presentation tools, sporting equipment, assorted art supplies, and foods.

Summative Assessments:

- Teacher Prepared Tests
- Participation in activities and projects
- Anecdotal records
- Teacher observation

Formative Assessments:

- Completion of multicultural projects
- Multimedia presentations
- Performance of multicultural songs/dances/rituals
- Participation in multicultural sporting games and physical activities
- Creation and sampling of multicultural foods

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 2 Overview
Content Area: World Languages
Unit 2 Title: Interpersonal Language Skills
Grade Level: 5
<p>Unit Summary: I can communicate my needs and wants in different languages. Communicating in other languages opens up opportunities within my community as well as in the larger world around me.</p> <p>Primary interdisciplinary connections: English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music</p> <p>ELA- RI.5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA- RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>21st century themes: 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards: 7.1 World Languages- All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ 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.
- Immigration changes both the community of origin and the new community.
- The study of another language and culture deepens 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 cultural perspectives.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
- Personal 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.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does language change in different situations? • Where do different languages live in my community? • How will learning a new language enhance my life? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • We use different phrases and words depending on the person we are speaking with. • There are many different languages in my community. • Learning to communicate in a new language opens many doors for me.
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Evidence of Learning	
Equipment needed:	<ul style="list-style-type: none">• Prentice Hall’s <u>Realidades</u> Student Edition• The following culturally authentic materials and resources will be used: sheet music and instruments, Internet resources and technology presentation tools, sporting equipment, assorted art supplies, and foods.
Summative Assessments:	<ul style="list-style-type: none">• Teacher Prepared Tests• Participation in activities and projects• Anecdotal records• Teacher observation
Formative Assessments:	<ul style="list-style-type: none">• Completion of multicultural projects• Multimedia presentations• Performance of multicultural songs/dances/rituals• Participation in multicultural sporting games and physical activities• Creation and sampling of multicultural foods
Modifications: (Special education, ELLs, at-risk students, gifted and talented)	<ul style="list-style-type: none">• Menus• Choice Boards• Tiered Assignments• Partner work• Leveled Texts• Flexible grouping• Individualizing lessons• Compacting• Varying question levels

Unit 3 Overview

Content Area: World Languages

Unit 3 Title: Presentation of Language

Grade Level: 5

Unit Summary:

Native speakers of a language and foreign speakers of a language communicate very differently. In addition to words, my body language, rhythm, fluency, and intonation all help to communicate my message.

Primary interdisciplinary connections: English Language Arts, Visual and Performing Arts; Health and Physical Education; Technology; Music

ELA- RI.5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELA- RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

21st century themes: 9.1 D. Cross-Cultural Understanding and Interpersonal Communications and 9.1.E. Communication and Media Fluency

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards: 7.1 World Languages- All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Content Statements

- Understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:
 - Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.
- Immigration changes the community of origin and the new community.
- The study of another language and culture deepens 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 cultural perspectives.
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CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
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.
7.1.NH.C.3	Describe in writing people and things from the home and school environment
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How can learning and using a new language help me assimilate into a new culture? • What strategies can I use to communicate more effectively in another language? • How does my body language communicate my point effectively? • What is the difference between a native speaker and a foreigner that speak the same language? • How can I sound more like a native speaker? 	<ul style="list-style-type: none"> • I can comprehend tradition and culture by studying and producing culturally authentic projects. • I can use body language, song, rhyme, and visual cues to communicate more effectively in another language. • I can listen and practice good intonation, speed, and accents when communicating in another language.

Evidence of Learning

- Equipment needed:**
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assorted art supplies, and foods.

Summative Assessments:

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Formative Assessments:

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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
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- Varying question levels