

ORANGE PUBLIC SCHOOLS  
OFFICE OF CURRICULUM AND INSTRUCTION  
WORLD LANGUAGE PROGRAM

Curriculum Guide  
French and Spanish

Grade 4<sup>th</sup>



OBE Approval Date: August 8, 2017

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**2017-2018**

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## **Introduction**

The 4th Grade World Language course in Orange, We Are All Connected, is designed to help students acquire language skills that will enable them to eventually function at ACTFL's Novice Mid Level. They will communicate in the target language using simple, memorized words and phrases to talk about familiar topics related to their names, families, daily routines, likes and preferences, numbers, time and adjectives. The course complements work that the students will do across other contents with particular connections to Language Arts, Math and Social Studies. The essential questions and enduring understandings that frame each unit will help students explore the things that connect their culture to cultures from around the Francophone and Hispanic worlds. In all of the World Language units, students will be introduced to boys and girls from around the Francophone and Hispanic worlds. Students will use stories, maps, pictures, and technology to discover elements of the cultures and compare them to the culture in which they live. The thematic units for World Language Grade 4 are as follows:

Unit 1 - We Are All Connected - The Families We Love

Unit 2 - We Are All Connected - The Things We Do Everyday

Unit 3 - We Are All Connected - The Things We Like

Unit 4 - We Are All Connected - The Numbers We Use

Unit 5 - We Are All Connected - Time and Daily Routines

## **Course Goals:**

- 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.

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F. To introduce the learners to the analysis of diverse Hispanic cultural patterns and to compare them with their own cultural patterns.

### **NJSLS:**

**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.

### **Course Enduring Understandings:**

- Children in some Spanish speaking countries take the last name of both their father and mother.
- Our families give us a sense of belonging.
- Children from other countries perform similar daily activities in a variety of ways.
- People from other countries like some of the things I like.
- People from other countries sometimes like different things than I like.
- Other cultures' unique likes/preferences aren't weird or gross. They are different.
- Although words used to describe them are different, mathematical computations behave the same in both French/Spanish and English speaking countries.
- When children eat, sleep, play and study in different countries can vary.
- Some people in other countries tell the time using a 24-hour system.

### **Cross-Curricula Instructional Strategies**

- 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.

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- 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.

## New Jersey Student Learning Standards:

### Reading:

- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [NJSLS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [NJSLS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

### Writing

- [NJSLS.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.
- [NJSLS.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.
- [NJSLS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [NJSLS.ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [NJSLS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.

### Vocabulary Acquisition and Use

- [NJSLS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [NJSLS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [NJSLS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [NJSLS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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- [NJSLS.ELA-Literacy.L.1.5a](#) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

### **NJSLS Mathematics**

- [NJSLS.Math.Content.K.CC.A.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- [NJSLS.Math.Content.K.CC.B.5](#) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- [NJSLS.Math.Content.K.OA.A.1](#) Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- [NJSLS.Math.Content.2.MD.C.8](#) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- [NJSLS.Math.Content.2.NBT.B.6](#) Add up to four two-digit numbers using strategies based on place value and properties of operations.
- [NJSLS.Math.Content.1.OA.A.1](#) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
- [NJSLS.Math.Content.1.NBT.C.4](#) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- [NJSLS.Math.Content.1.NBT.C.5](#) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- [NJSLS.Math.Content.3.OA.C.7](#) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

### **Speaking and Listening**

- [NJSLS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [NJSLS.ELA-Literacy.SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [NJSLS.ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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- [NJSLS.ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [NJSLS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.
- [NJSLS.ELA-Literacy.SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

### **21<sup>st</sup> Century Skills:**

A. Creativity and Innovation

B. Critical Thinking and Problem-solving

C. Communication and Collaboration

D. Information Literacy

E. Accountability, Productivity and Ethics

F. Media Literacy

G. Life and Career Skills

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## Curriculum Design Component: UNIT 1

<b>Content Area:</b>	<b>World Languages</b>	<b>Grade(s)</b>	<b>4</b>
<b>Unit Plan Title:</b>	We Are All Connected - The Families We Love		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
<b>Overview/Rationale</b>			
Fourth grade students will start their world language course by learning to use phrases to talk about the names of other people including their family members. Teachers will reinforce Language Arts elements guiding students through reading short texts to answer questions regarding names of individuals. Students will also have the chance to present information to the class regarding their family members. The unit’s essential questions will encourage students to see how they are connected to children from around the world through the shared experience of family life.			
<b>New jersey student Learning Standard(s)</b>			

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**World Language Standards 7.1:** 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.

- **Interpretive Mode**

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

- **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.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 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.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **New jersey student Learning Standard(s) (ELA)**

- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- [NJSLS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [NJSLS.ELA-Literacy.RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [NJSLS.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.
- [NJSLS.ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [NJSLS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [NJSLS.ELA-Literacy.L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
- [NJSLS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [NJSLS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [NJSLS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## **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)

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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.”

## **Interdisciplinary Connection: 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.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

## **Essential Question(s)**

- Why do children in some Spanish speaking countries seem to have more names than I do?
- How can I use French/Spanish to exchange information about families and names?
- Why is there a special bond among family members?
- Do names have special meanings in other cultures and countries?

## **Enduring Understandings**

- Children in some Spanish speaking countries take the last name of both their father and mother.
- Our families give us a sense of belonging.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## **Student Learning Targets/Objectives**

Students Will Be Able To...

1. ...ask and answer questions using complete sentences in the target language. Interpersonal Mode
2. ...answer questions about names based on written text. Presentational Mode
3. ...ask and answer questions based on family members. Interpersonal Mode

## **General Modifications for Native speakers and special education students:**

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

## **Assessments**

### **Formative, summative and authentic assessments inclusive of:**

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

***Formative: El arbol familiar page 26 Descubre C***

***Authentic: Read commands with students. Then have student stand up and perform one command each***

***Summative – culminating presentational writing: students use the ideas they organized to write sentences or paragraphs (depending on levels)***

***The assessment criteria for world languages is dictated by the Board of Education and states the following:***

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

*(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)*

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<b>Teaching and Learning Actions</b>	
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to music</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> </ul>
<b>Differentiated Instruction</b> <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6) 504 (D7)	<p>D1 – Ask students to mime each sentence</p> <p>D2: Have students do a classification of the vocabulary words and concept. Say why they have done it so.</p> <p>D3: Students answer Que estacion es? They should do an observation activity and write a paper on it</p> <p>D4: For students with visual impairments, copy the pages in a large/blown up font, so students can see the print more easily</p> <p>D5: Rosetta Stone</p> <p>D6: Snap &amp; Read</p> <p>D7: Refer to individual 504 plans</p>
<b>Activities and Experiences</b>	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> <li>- Students share and collaborate on Google Drive</li> <li>- Research</li> <li>- Group presentations</li> <li>- Visual displays</li> <li>- View target language short video clips related to the community.</li> </ul>
<b>Resources</b>	

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- Descubre el Español con Santillana- C
- Textbook C – Unit 1 Week 2 “La familia”
- Ebook C- Unit 1 Week 2 “ La familia”
- Practice Book C- page 10-12
- Descubre online Unit 1 Week 2 “ Nos conocemos- la familia”
- Family Flashcards
- Online video Unit 1 Week 2 “La familia”
- Online Readers :
  1. Principiante: ¡Buenos días, Julio y Julia!
  2. Intermedio: El diario de Rick: Nuevos amigos
- Ling Classroom)
- Lyrics Gap
- **Symtalk Français 1:**
- Other resources: [www.languageguide.org](http://www.languageguide.org) (Type: français)- La Famille ( Family Tree)
- Wanting and Wishing, page 31
- Sylvie and Gerard, page 18
- **Symtalk Français 2:**
- My Friends’ Things, page 6
- Talking about Size, 86
- School, page 56
- Kitchen Objects, page 74
- Symtalk – hands-on approach to learning a language – Book D

Suggested Time Frame:

*The estimated time is 6 -8 weeks*

## Curriculum Design Component UNIT 2

<b>Content Area:</b>	<b>World Languages</b>	<b>Grade(s)</b>	<b>4</b>
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Unit Plan Title:	We Are All Connected - The Things We Do Everyday		
College and Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Overview/Rationale			
The grade four language course continues with students learning to use phrases to exchange information about some things they do every day. Teachers will reinforce Language Arts elements by guiding students through listening, speaking, reading, and writing activities where students hear stories and perform comprehension and written tasks. The unit’s essential questions will encourage students to see how they are connected to children from around the world through the shared experience of daily activities.			
New Jersey Student Learning Standard(s)			
<b>World Language Standards 7.1:</b> 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. <ul style="list-style-type: none"><li>Interpretive Mode<ul style="list-style-type: none"><li>7.1.NM.A.2- Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.</li><li>7.1.NM.A.5- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li></ul></li><li>Interpersonal Mode<ul style="list-style-type: none"><li>7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li><li>7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in</li></ul></li></ul>			

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class on familiar topics or on topics studied in other content areas.

- **Presentational Mode**

- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **New Jersey Student Learning Standard(s) (ELA)**

- [NJSLS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.
- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [NJSLS.ELA-Literacy.L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- [NJSLS.ELA-Literacy.L.K.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- [NJSLS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [NJSLS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- [NJSLS.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.
- [NJSLS.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.
- [NJSLS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [NJSLS.ELA-Literacy.L.K.2](#) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- [NJSLS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.

## **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.”

## **Interdisciplinary Connection: 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.

## **Essential Question(s)**

- Do children from other countries wake up, get dressed, study and play in the same ways that I do?
- How can I use French/Spanish to exchange information about some things I do everyday?

## **Enduring Understandings**

- Children from other countries perform similar daily activities in a variety of ways.

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**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E, T Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E, T, Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	E, T, A Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	E, T, A Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives

Students Will Be Able To...

1. ... perform the correct physical response to French/Spanish phrases about the daily routine. Presentational Mode
2. ...point to 1 of 6 daily routine phrases after a picture from the routine is shown. Presentational Mode
3. ...write the correct daily routine phrase under the corresponding routine image. Presentational Mode
4. ...arrange a set of picture representations of someone performing activities from the daily routine based on a story read by the teacher. Interpretative Mode

## General Modifications for Native speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

## Assessments

**Formative, summative and authentic assessments inclusive of:**

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- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

**Formative: TPR** – give students cards ‘*Tarjetas fotograficas*’ for each place in school. Have students answer by repeating answer after you asked ‘*Que es? (Esta es la cafeteria – for example)*. Take anecdotal notes.

**Authentic: Presentational** – students use the ideas they organized to write sentences/paragraphs page 95

**Summative: page 91 comunicacion – Book C**

*The assessment criteria for world languages is dictated by the Board of Education and states the following:*

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

*(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)*

## Teaching and Learning Actions

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to music/numbers/family</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> </ul>
<b>Differentiated Instruction</b> <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6)	<p>D1 – Ask students to mime each sentence about what they do at school</p> <p>D2: Have students do a classification of the vocabulary words and concept – subjects and what exactly they do in each class. Say why they have done it so.</p> <p>D3: Students answer Que es? They should do an observation activity and write a paper on it. They can describe their friend’s or families’ activities in paragraphs</p> <p>D4: For students with visual impairments, copy the pages in a large/blown up font, so students can see the print more easily</p> <p>D5: Rosetta Stone</p>

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504 (D7)	<p>D6: Snap &amp; Read</p> <p>D7: Refer to individual 504 plans</p>
<b>Activities and Experiences</b>	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> <li>- Students share and collaborate on Google Drive</li> <li>- Research</li> <li>- Group presentations</li> <li>- Visual displays</li> <li>- View target language short video clips related to the community.</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Descubre el Español con Santillana- C</li> <li>• Textbook C – Unit 3 Week 1 “ La escuela”</li> <li>• Ebook C- Unit 3 Week 1 “ La escuela”</li> <li>• Practice Book C- page 36-38</li> <li>• Descubre online Unit 3 Week 1 “ La escuela ”</li> <li>• Lugares de la escuela Flashcards</li> <li>• Video DVD C “Vamos a aprender- Lugares de la escuela”</li> <li>• Online video Unit 3 Week 2 “La escuela”</li> <li>• Online Readers :               <ol style="list-style-type: none"> <li>1. Julio y Julia van a la escuela</li> <li>2. Intermedio: El diario de Makoto: Un día de suerte</li> </ol> </li> <li>• Lyrics Gap</li> <li>• Lingt Classroom)</li> <li>• <b>Symtalk Français 2:</b></li> <li>• Going, Wanting, and Eating; Counting, page 33</li> <li>• Reviewing Actions and Colors, page 28</li> <li>• <b>Symtalk Français 1:</b></li> <li>• To Go, page 55</li> <li>• More Prepositions and Places, page 53</li> </ul>	

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- Symtalk – hands-on approach to learning a language – Book D

Suggested Time Frame:

*The estimated time is 6 -8 weeks*

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## Unit 3

<b>Content Area:</b>	<b>World Language</b>	<b>Grade(s)</b>	<b>4</b>
<b>Unit Plan Title:</b>	We Are All Connected - The Things We Like		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence.			
<b>Overview/Rationale</b>			
Learners continue their exploration of the target language by acquiring phrases to exchange information about their likes and preferences. Teachers will reinforce Language Arts elements by guiding students through a listening activity where students hear a story and complete comprehension tasks. The unit’s essential questions will encourage students to see how they are connected to children from around the world through the shared experience of likes and dislikes.			
<b>New Jersey Student Learning Standard(s)</b>			
<b>World Language Standards 7.1:</b> 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.			
○ <b>Interpretive Mode</b>			
▪ 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.			
▪ 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.			
○ <b>Interpersonal Mode</b>			

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- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- **Presentational Mode**
  - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **New Jersey Student Learning Standard(s) (ELA)**

- [NJSLS.ELA-Literacy.L.K.4a](#) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [NJSLS.ELA-Literacy.L.1.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [NJSLS.ELA-Literacy.L.1.5](#) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- [NJSLS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [NJSLS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- [NJSLS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [NJSLS.ELA-Literacy.SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [NJSLS.ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [NJSLS.ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [NJSLS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.
- [NJSLS.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.”

## **Interdisciplinary Connection: 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.

## **Essential Question(s)**

- Do children from other countries like the same things I do?
- What do children in (name of French/Spanish speaking country) generally like?
- How can I use French/Spanish to exchange information about likes and dislikes?

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## Enduring Understandings

- People from other countries like some of the things I like.
- People from other countries sometimes like different things than I like.
- Other cultures' unique likes/preferences aren't weird or gross. They are different.

## In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
	Global Awareness	ET A	Creativity and Innovation
	Environmental Literacy	ET A	Critical Thinking and Problem Solving
	Health Literacy	ET A	Communication
	Civic Literacy	ET A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives

Students Will Be Able To...

- ...ask and answer questions in the target language in regards to preference for food. Interpersonal Mode
- ...point to the correct picture of a food item after teacher says 1 of 10 vocabulary words in target language. Interpretive Mode
- ...point to the correct picture when the teacher says verbs in French/Spanish. Interpretive Mode
- ...answer comprehension questions based on a short text in target language. Interpretive Mode.

## General Modifications for Native speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives

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- Graphic organizers

## Assessments

- **Informal Checks for Understanding**
  - Throughout classroom activities and routines

### Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments – Me gusta/No Me Gusta

***The assessment criteria for world languages is dictated by the Board of Education and states the following:***

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

### See Differentiated activities.

*(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)*

## Teaching and Learning Actions

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to music/likes/dislikes</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> </ul>
<b><i>Differentiated Instruction</i></b> <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5)	<p><b>D1</b> – Echo Read – Have students turn to page 166 and read along with you naming the cognate ‘restaurante’ as you read.</p> <p><b>D2:</b> Have students do a classification of the vocabulary words and concept. Say why they have done it so.</p> <p><b>D3:</b> Distribute Hoja de actividad 3 to heritage students. Ask them to list foods under these categories: sopas, Carne/pescado, Verduras, Frutas</p>

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<p>Special Education (D6)</p> <p>504 (D7)</p>	<p>D4: Students draw a table, labeling the utensils and food. Then they combine words to create foods: sopa de pescado (page 170 – visual and spatial)</p> <p>D5: Rosetta Stone</p> <p>D6: Snap &amp; Read</p> <ul style="list-style-type: none"> <li>- D7: Refer to individual 504 plans</li> </ul>
<p><b>Activities and Experiences</b></p>	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> <li>- Students share and collaborate on Google Drive</li> <li>- Research</li> <li>- Group presentations</li> <li>- Visual displays</li> <li>- View target language short video clips related to the community.</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Descubre el Español con Santillana- C</li> <li>• Textbook C – Unit 5 Week 3 “ La alimentacion”</li> <li>• Ebook C- Unit 5 Week 3 “ La alimentacion”</li> <li>• Practice Book C- page 67-69</li> <li>• Comida Flashcards</li> <li>• Video DVD C “Vamos a aprender- Lugares de la escuela”</li> <li>• Online video Unit 3 Week 5 “La alimentacion”</li> <li>• Lecturas foneticas:             <ol style="list-style-type: none"> <li>1. Frida y el refresco de fresa</li> </ol> </li> <li>• From Syllabic Library :             <ol style="list-style-type: none"> <li>2. La sopa de tomate y papa</li> <li>3. La cena de Cecilia</li> </ol> </li> <li>• Lyrics Gap</li> <li>• Lingt Classroom)</li> <li>• <b>Symtalk Français 2:</b></li> <li>• Seeing, Playing, Liking, 9</li> <li>• Taking, New Things, page 15</li> </ul>	

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- Beverages and Drinking, page 78
- More Colors and Things. Page 52
- Buying, page 47
- **Symtalk Français 1:**
- Animals and Foods, page 5
- Colors and Animals, page 37
- Symtalk – hands-on approach to learning a language – Book D

*The estimated time is 6 -8 weeks*

### Curriculum Design Component

#### Unit 4

<b>Content Area:</b>	<b>World Languages</b>	<b>Grade(s)</b>	<b>4</b>
<b>Unit Plan Title:</b>	We Are All Connected - The Numbers We Use		
<b>College and Career Ready Practices</b>			

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Overview/Rationale

Learners continue their exploration of the target language by acquiring phrases to exchange information about numbers and mathematical computation. Teachers will reinforce Mathematics elements by guiding students through addition, subtraction, and multiplication activities as well as a brief discussion of 'Big Numbers'. The unit's essential questions will encourage students to see how they are connected to children from around the world through the shared experience of using numbers.

## New Jersey Student Learning Standard(s)

**World Language Standards 7.1:** 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.

- **Interpretive Mode**
  - 7.1.NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.
- **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.3- Copy/write words, phrases, or simple guided texts on familiar topics.
  - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **Interdisciplinary Connection: New Jersey Student Learning Standard(s) (Mathematics)**

- [NJSLS.Math.Content.K.CC.A.2](#) Count forward beginning from a given number within the known sequence

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(instead of having to begin at 1).

- [NJSLS.Math.Content.K.CC.B.5](#) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- [NJSLS.Math.Content.K.OA.A.1](#) Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- [NJSLS.Math.Content.2.MD.C.8](#) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- [NJSLS.Math.Content.2.NBT.B.6](#) Add up to four two-digit numbers using strategies based on place value and properties of operations.
- [NJSLS.Math.Content.1.OA.A.1](#) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
- [NJSLS.Math.Content.1.NBT.C.4](#) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- [NJSLS.Math.Content.1.NBT.C.5](#) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- [NJSLS.Math.Content.3.OA.C.7](#) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

## **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.”

## **Interdisciplinary Connection: 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.

## **Essential Question(s)**

- How do numbers and mathematical computations behave in the target language?
- How can I use the target language to communicate cross culturally regarding numbers and mathematical

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computations?

## Enduring Understandings

- Although words used to describe them are different, mathematical computations behave the same in French, Spanish and English speaking countries.

## In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives

Students Will Be Able To...

- ... ask and answer questions using numbers 1-100. Interpersonal Mode
- ...count and compute to 100 in the target language. Presentational Mode
- ...count and compute to 100 by tens in the target language. Presentational Mode
- ...write numbers dictated by teacher in the target language from 1-100. Interpretative Mode
- ...solve mathematical problems using written form of numbers in the target language-Presentational Mode

## General Modifications for Native speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

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## Assessments

### Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments – students draw a picture of what they typically do at 8am, at 1pm, at 9pm.

**Formative: *Lee en voz alta* page 107; *Los numeros y la hora* page 108; see *differentiated activities*.**

***The assessment criteria for world languages is dictated by the Board of Education and states the following:***

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

*(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)*

## Teaching and Learning Actions

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to music and numbers</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> </ul>
<b><i>Differentiated Instruction</i></b> <b>Developing Learners (D1)</b>  Expanding Learners (D2)  Heritage Language Learners (D3) Multiple Intelligences (D4) Gifted & Talented (D5) Special Education (D6)  504 (D7)	<b>D1</b> – Ask students to mime each sentence page 110  <b>D2:</b> Read commands with students. Then call on individual students to respond. Take notes  <b>D3:</b> Students answer Que estacion es? They should do an observation activity and write a paper on it  <b>D4:</b> verbal/linguistic – ask students to write a story about time from the point of view of a clock. Encourage them to include adjectives such as aburrido, divertido, facil, and difcil, and to illustrate their stories.  <b>D5:</b> Rosetta Stone

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	<b>D6: Snap &amp; Read</b> <ul style="list-style-type: none"> <li>- <b>D7:</b> Refer to individual 504 plans</li> </ul>
<b>Activities and Experiences</b>	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> <li>- Students share and collaborate on Google Drive</li> <li>- Research</li> <li>- Group presentations</li> <li>- Visual displays</li> <li>- View target language short video clips related to the community.</li> </ul>
<b>Resources</b>	
Descubre Book C –Semana 4 La hora pages 104A – 110 Antologia                      Audio cd                      Biblioteca tematica                      Cuaderno de practica Descubre en video                      Descubre online                      Tarjetas fotograficas	
<ul style="list-style-type: none"> <li>• Lyrics Gap</li> <li>• Lingt Classroom)</li> <li>• <b>Symtalk Français 2:</b></li> <li>• Colors, Numbers, and Friends, page 1</li> <li>• Counting, pages 39-40</li> <li>• <b>Symtalk Français 1:</b></li> <li>• Colors, Objects, and Counting, page 47</li> <li>• Other resources: <a href="http://www.languageguide.org">www.languageguide.org</a> (Type: français) – Les Nombres/The Numbers</li> <li>• Symtalk – hands-on approach to learning a language – Book D</li> </ul>	
<b>Suggested Time Frame:</b>	<i>The estimated time is 6 -8 weeks</i>

## Curriculum Design Component

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## Unit 5

<b>Content Area:</b>	<b>World Language</b>	<b>Grade(s)</b>	<b>4</b>
<b>Unit Plan Title:</b>	We Are All Connected - Time and Daily Routines		
<b>College and Career Ready Practices</b>			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
<b>Overview/Rationale</b>			
Unit 5 extends the language foundational skills students acquired in units 2 and 4. Students will use their acquired fluency with numbers to enable them to tell time in the target language. Students will practice daily routine phrases by learning to ask and answer questions regarding what time they perform them. The unit’s essential questions will encourage students to see how they are connected to children from around the world through the shared experience of time and schedules of daily routines.			
<b>New Jersey Student Learning Standard(s)</b>			
<b>World Language Standards 7.1:</b> 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. <ul style="list-style-type: none"><li>○ <b>Interpretive Mode</b><ul style="list-style-type: none"><li>▪ 7.1.NM.A.2- Demonstrate comprehension of simple. oral and written directions, commands, and requests through appropriate physical response.</li></ul></li><li>○ <b>Interpersonal Mode</b><ul style="list-style-type: none"><li>▪ 7.1.NM.B.3- Imitate appropriate gestures of simple oral and written directions, commands and requests through appropriate physical response.</li></ul></li></ul>			

- 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.3- Copy/write words, phrases, or simple guided texts on familiar topics.
  - 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **New Jersey Student Learning Standard(s) (Mathematics)**

- [NJSLS.Math.Content.3.MD.A.1](#) Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- [NJSLS.Math.Content.2.MD.C.7](#) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- [NJSLS.Math.Content.2.MD.C.8](#) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- [NJSLS.Math.Content.3.OA.A.4](#) Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \_ \div 3$ ,  $6 \times 6 = \_$*
- [NJSLS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.
- [NJSLS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [NJSLS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound letter relationships.
- [NJSLS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [NJSLS.ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [NJSLS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional details.

## **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.”

## **Interdisciplinary Connection: 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.

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## Essential Question(s)

- Do children from other countries eat, sleep, play and study at the same times I do?
- Why do people from other countries sometimes report time as 14:30?
- How can I use the target language to exchange information about the time and my schedule of daily routines?

## Enduring Understandings

- When children eat, sleep, play and study in different countries can vary.
- Some people in other countries tell the time using a 24-hour system.

## In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives

Students Will Be Able To...

1. ... ask and answer questions in the target language in a complete sentence based on the time displayed on the clock. Interpersonal Mode
2. ...write down the time in a complete sentence based on the time displayed on the clock. Presentational Mode
3. ...count by fives to 55 in the target language. Presentational Mode
4. ...count from 1-60 in the target language. Presentational Mode
5. ...write down the correct number when prompted by the teacher. Interpretative Mode
6. ...draw the hands of the clock based on the written description or spoken time by the teacher. Presentational Mode

## General Modifications for Native speakers and special education students:

- Centers (varied reading, writing, listening, and speaking activities)

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- TPR (Total Physical Response)
- TPRS (Teaching Proficiency Through Story Telling)
- Audio and visual presentations
- Leveled readers
- Extra time to complete assessments
- Assessments read aloud to the student
- Manipulatives
- Graphic organizers

## Assessments

### Formative, summative and authentic assessments inclusive of:

- Speaking, reading, listening and writing alternative assessments, tests, quizzes, and other alternative assessments.
- Interpretive reading & listening tasks
- Checking for understanding: White boards, signaling, TPR, drawing to demonstrate
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Google entries
- Benchmark/Unit Assessments

*The assessment criteria for world languages is dictated by the Board of Education and states the following:*

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

**Authentic** - interpersonal – divide the class in half and have students in each group vote on which classes are fun (divertida), boring (aburrida), easy (facil), and hard (difícil). They cast their ballot; tally, and prepare a chart with the results.

*(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)*

## Teaching and Learning Actions

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>- Anticipatory Sets related to music/time/numbers</li> <li>- Polls</li> <li>- Breaking down the task</li> <li>- TPR &amp; TPRS</li> <li>- Dictation exercises</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> </ul>
<b>Differentiated Instruction Developing Learners (D1)</b>	<p><b>D1</b> – Ask students to mime each sentence page 98 Los dias de la semana</p> <p><b>D2:</b> Read commands with students. Then call on individual students to respond. Take notes</p>

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<p>Expanding Learners (D2)</p> <p>Heritage Language Learners (D3)</p> <p>Multiple Intelligences (D4)</p> <p>Gifted &amp; Talented (D5)</p> <p>Special Education (D6)</p> <p style="text-align: center;">504 (D7)</p>	<p>D3: Students answer Que dia es? They should do an observation activity and write a paper on it</p> <p>D4: interpersonal – divide the class in half and have students in each group vote on which classes are fun (divertida), boring (aburrida), easy (facil), and hard (difícil). They cast their ballot; tally, and prepare a chart with the results</p> <p>D5: Rosetta Stone</p> <p>D6: Snap &amp; Read</p> <p>- D7: Refer to individual 504 plans</p>
<p style="text-align: center;"><b>Activities and Experiences</b></p>	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> <li>- Make Predictions</li> <li>- Scaffolding</li> <li>- Extended Form</li> <li>- Draw a Picture</li> <li>- Students share and collaborate on Google Drive</li> <li>- Research</li> <li>- Group presentations</li> <li>- Visual displays</li> <li>- View target language short video clips related to the community.</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <b>Descubre el Español con Santillana –C</b></li> <li>• Textbook C – Unit 3 Week 3 “Los dias de la semana”</li> <li>• Ebook C- Unit 3 Week 3 “ Los dias de la semana”</li> <li>• Practice Book C- pages 39-41</li> <li>• Pasatiempos Flashcards</li> <li>• Video DVD C “Video Unit 3 Week 3”</li> <li>• CD Tracks 21 and 22</li> <li>• Descubre Online Activity 3 of Unit 3</li> <li>• Lecturas foneticas:             <ul style="list-style-type: none"> <li>a. Principiante: Julio y Julia van a la escuela</li> </ul> </li> <li>• Textbook C – Unit 3 Week 4 “la hora”</li> <li>• Ebook C- Unit 3 Week 4 “ La hora”</li> <li>• Practice Book C- pages 42-46</li> </ul>	

- Video DVD C “Video Unit 3 Week 4”
- CD Tracks 23 and 24
- Descubre Online Activity 4 of Unit 3
- Lecturas fonéticas:
  - a. Intermedio: El diario de Makoto: Un día de suerte
- Lyrics Gap
- Lingt Classroom)
- **Symtalk Français 3:**
- Time Expressions, Days of the Week, page 64
- **Symtalk Français 1:**
- Friends and Eating, page 1
- To Go, page 55
- **Symtalk Français 2:**
- Working and Drawing, page 65
- School, page 56
- Symtalk – hands-on approach to learning a language – Book D

Suggested Time Frame:

*The estimated time is 6 -8 weeks*

## Appendix A: Guide to Effective Instructional Strategies

### Marzano’s Nine Instructional Categories Divided into Specific Behaviors

General Instructional Category	Specific Behaviors
<b>1. Identifying similarities and differences</b>	*assigning in-class and homework tasks that involve comparison and classification *assigning in-class and homework tasks that involve metaphors and analogies
<b>2. Summarizing and note taking</b>	*asking students to generate verbal summaries *asking students to generate written summaries *asking students to take notes

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	<ul style="list-style-type: none"> <li>*asking students to revise their notes, correcting errors and adding information</li> </ul>
<b>3 Reinforcing effort and providing recognition</b>	<ul style="list-style-type: none"> <li>*recognizing and celebrating progress toward learning goals throughout a unit</li> <li>*recognizing and reinforcing the importance of effort</li> <li>*recognizing and celebrating progress toward learning goals at the end of a unit</li> </ul>
<b>4. Homework and practice</b>	<ul style="list-style-type: none"> <li>*providing specific feedback on all assigned homework</li> <li>*assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction</li> </ul>
<b>5. Nonlinguistic representations</b>	<ul style="list-style-type: none"> <li>*asking students to generate mental images representing content</li> <li>*asking students to draw pictures or pictographs representing content</li> <li>*asking students to construct graphic organizers representing content</li> <li>*asking students to act out content</li> <li>*asking students to make physical models of content</li> <li>*asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models</li> </ul>
<b>6. Cooperative Learning</b>	<ul style="list-style-type: none"> <li>*organizing students in cooperative groups when appropriate</li> <li>*organizing students in ability groups when appropriate</li> </ul>
<b>7. Setting objectives and providing feedback</b>	<ul style="list-style-type: none"> <li>*setting specific learning goals at the beginning of a unit</li> <li>*asking students to set their own learning goals at the beginning of a unit</li> <li>*providing feedback on learning goals throughout the unit</li> <li>*asking students to keep track of their progress on learning goals</li> <li>*providing summative feedback at the end of a unit</li> <li>*asking students to assess themselves at the end of a unit</li> </ul>
<b>8. Generating and testing hypotheses</b>	<ul style="list-style-type: none"> <li>*engaging students in projects that involve generating and testing hypotheses through problem solving tasks</li> <li>*engaging students in projects that involve generating and testing hypotheses</li> </ul>

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	<p>through decision making tasks</p> <p>*engaging students in projects that involve generating and testing hypotheses through investigation tasks</p> <p>*engaging students in projects that involve generating and testing hypotheses through experimental inquiry tasks</p> <p>*engaging students in projects that involve generating and testing hypotheses through systems analysis tasks</p> <p>*engaging students in projects that involve generating and testing hypotheses through invention tasks</p>
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<b>9. Questions, cues, and advance organizers</b>	<p>*prior to presenting new content, asking questions that help students recall what they might already know about the content</p> <p>*prior to presenting new content, providing students with direct links with what they have studied previously</p> <p>*prior to presenting new content, providing ways for students to organize or think about the content</p>
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## Appendix B: Habits of Minds

The success of a well-prepared college student is built upon a foundation of key habits of mind that enable students to learn content from a range of disciplines. Unfortunately, the development of key habits of mind in high school is often overshadowed by an instructional focus on de-contextualized content and facts necessary to pass exit examinations or simply to keep students busy and classrooms quiet. For the most part, state high-stakes standardized tests require students to recall or recognize fragmented and isolated bits of information. Those that do contain performance tasks are severely limited in the time the tasks can take and their breadth or depth. The tests rarely require students to apply their learning and almost never require students to exhibit proficiency in higher forms of cognition (Marzano, Pickering, & McTighe, 1993). Several studies of college faculty members nationwide, regardless of the selectivity of the university, expressed near-universal agreement that most students arrive unprepared for the intellectual demands and expectations of post-secondary (Conley, 2003a). For example, one study found that faculty reported that the primary areas in which first-year students needed further development were critical thinking and problem solving (Lundell, Higbee, Hipp, & Copeland, 2004). The term “habits of mind” was selected for this model to describe the intelligent behaviors necessary for college readiness and to emphasize that these behaviors need to be developed over a period of time such that they become ways of thinking, habits in how intellectual activities are pursued. In other words, habits of mind are patterns of intellectual behavior that lead to the development of cognitive strategies and capabilities necessary for college-level work. The term habits of mind invokes a more disciplined approach to thinking than terms such as “dispositions” or “thinking skills.” The term indicates intentional and practiced behaviors that become a habitual way of working toward more thoughtful and intelligent action (Costa & Kallick, 2000). The specific habits of mind referenced in this paper are those shown to be closely related to college success. They include the following as the most important manifestations of this way of thinking:

**Intellectual openness:** The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence. Such openmindedness helps students understand the ways in which knowledge is constructed, broadens personal perspectives and helps students deal with the novelty and ambiguity often encountered in the study of new subjects and new materials.

**Inquisitiveness:** The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning. The student does not simply accept as given any assertion that is presented or conclusion that is reached, but asks why things are so.

**Analysis:** The student identifies and evaluates data, material, and sources for quality of content, validity, credibility and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.

**Reasoning, argumentation, proof:** The student constructs well-reasoned arguments or proofs to explain phenomena or issues, utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion, accepts critiques of or challenge to assertions, and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.

**Interpretation:** The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation; states the interpretation that is most likely correct or is most reasonable, based on the available evidence; and presents orally or in writing an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.

**Precision and accuracy:** The student knows what type of precision is appropriate to the task and the subject area, is able to increase precision and accuracy through successive approximations generated from a task or process that is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject area at hand.

**Problem solving:** The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems requiring method-based problem solving. These habits of mind are broadly representative of the foundational elements that underlie various “ways of knowing.” These are at the heart of the intellectual endeavor of the university. They are necessary to discern truth and meaning as well as to pursue them. They are at the heart of how post-secondary faculty members think, and how they think about their subject areas. Without the capability to think in these ways, the entering college student either struggles mightily until these habits begin to develop or misses out on the largest portion of what college has to offer, which is how to think about the world.

## Best Practices ~ Reading

RECOMMENDATIONS ON TEACHING READING	
<i>Increase</i>	<i>Decrease</i>
Teacher reading good literature aloud to Students	Students compelled to read aloud to whole class or reading group, being corrected and marked down for errors
Time for independent reading	Exclusive emphasis on whole-class or reading-group activities
Children's choice of their own reading Materials	Teacher selection of all reading materials for individuals and groups
Balance of easy and hard books	Exclusively difficult "instructional level" books
Teacher modeling and discussing his/her own reading processes	Teacher keeping his/her own reading tastes and habits private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading sub-skills such as phonics, word analysis, syllabication
Teaching reading as a process: *Use strategies that activate prior knowledge *Help students make and test predictions *Structure help during reading *Provide after-reading applications	
Social, collaborative activities with much discussion and interaction	Solitary seatwork
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before and after reading	Little or no chance to write
Encouraging invented spelling in children's early writings	Punishing pre-conventional spelling in students' early writings
Use of reading in content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation focused on holistic, higher-order thinking processes	Evaluation focused on individual, low-level sub-skills
Measuring success of reading program by students' reading habits, attitudes, and comprehension	Measuring success of reading program only by test scores

## Best Practices ~ Writing

RECOMMENDATIONS ON TEACHING WRITING	
<i>Increase</i>	<i>Decrease</i>
<p>Student ownership and responsibility by:</p> <ul style="list-style-type: none"> <li>*helping students choose their own topics and goals for improvement</li> <li>*using brief teacher-student conferences</li> <li>*teaching students to review their own progress</li> </ul> <p>Class time on writing whole, original pieces through:</p> <ul style="list-style-type: none"> <li>*real purposes and audiences for writing</li> <li>*instruction and support for all stages of writing</li> <li>*prewriting, drafting, revising, editing</li> </ul> <p>Writing for real audiences, publishing for the class and wider communities</p> <p>Teacher modeling writing</p> <ul style="list-style-type: none"> <li>*drafting, revising, sharing</li> <li>*as a fellow author and as demonstration of processes</li> </ul> <p>Learning grammar and mechanics in context, at the editing Stage, and as items are needed</p> <p>Making the classroom a supportive setting, using:</p> <ul style="list-style-type: none"> <li>*active exchange and valuing of students' ideas</li> <li>*collaborative small-group work</li> <li>*conferences and peer critiquing that give responsibility to authors</li> </ul> <p>Writing across the curriculum as a tool for learning</p> <p>Constructive and efficient evaluation that involves:</p> <ul style="list-style-type: none"> <li>*brief informal oral responses as students work</li> <li>*focus on a few errors at a time</li> <li>*thorough grading of just a few of student-selected, polished pieces</li> <li>*cumulative view of growth and self-evaluation</li> <li>*encouragement of risk taking and honest expression</li> </ul>	<p>Teacher control of decision making by:</p> <ul style="list-style-type: none"> <li>*deciding all writing topics</li> <li>*dictating improvements without student problem-solving</li> <li>*setting learning objectives without student input</li> <li>*providing instruction only through whole-class activity</li> </ul> <p>Time spent on isolated drills on “sub-skills” of grammar, vocabulary, spelling, etc. Writing assignments given briefly, with no context or purpose, completed in one step</p> <p>Finished pieces read only by teacher</p> <p>Teacher talks about writing but never writes or shares own work</p> <p>Isolated grammar lessons, given in order determined by textbook, before writing is begun</p> <p>Devaluation of students' ideas:</p> <ul style="list-style-type: none"> <li>*students viewed as lacking knowledge and language abilities</li> <li>*sense of class as competing individuals</li> <li>*cooperation among students viewed as cheating, disruptive</li> </ul> <p>Writing taught only during “language arts” period</p> <p>Evaluation as negative burden for teacher and student by:</p> <ul style="list-style-type: none"> <li>*marking all papers heavily for all errors, making teacher a bottleneck</li> <li>*editing by teacher, and only after paper completed, rather than student making improvements</li> <li>*grading punitively, focused on errors, not growth</li> </ul>

## Best Practices ~ Math

RECOMMENDATIONS ON TEACHING MATHEMATICS	
<i>Increase</i>	<i>Decrease</i>
<p><b>TEACHING PRACTICES</b>            Use of manipulative materials            Cooperative group work            Discussion of mathematics            Questioning and making conjectures</p> <p>Justification of thinking            Writing about mathematics            Problem-solving approach to instruction            Content integration            Use of calculators and computers            Being a facilitator of learning            Assessing learning as an integral part of instruction</p> <p><b>PROBLEM SOLVING</b>            Word problems with a variety of structures and solution paths            Everyday problems and applications            Problem-solving strategies (especially representational strategies)            Open-ended problems and extended problem-solving projects            Investigating and formulating questions from problem situations</p> <p><b>CREATING REPRESENTATIONS</b>            Creating one's own representations that make sense            Creating multiple representations of the same problem or situation            Translating between representations of the same problem or situation            Representations using electronic technology            Using representations to make the abstract ideas more concrete            Using representations to build understanding of concepts through reflection            Sharing representations to communicate ideas</p> <p><b>COMMUNICATING MATH IDEAS</b>            Discussing mathematics            Reading mathematics            Writing mathematics            Listening to mathematical ideas</p>	<p><b>TEACHING PRACTICES</b>            Rote practice            Rote memorization of rules and formulas            Teaching by telling            Single answers and single methods to find answers            Stressing memorization instead of understanding            Repetitive written practice            Use of drill worksheets            Teaching computation out of context            Reliance on paper and pencil calculations            Being the dispenser of knowledge            Testing for grades only</p> <p><b>PROBLEM SOLVING</b>            Use of cue words to determine operation to be used</p> <p>Practicing problems categorized by type</p> <p>Practicing routine, one-step problems</p> <p><b>CREATING REPRESENTATIONS</b>            Copying conventional representations without understanding            Reliance on a few representations</p> <p>Premature introduction of highly abstract representations            Forms of representations as an end product or goal</p> <p><b>COMMUNICATING MATH IDEAS</b>            Doing fill-in-the-blank worksheets            Answering questions that need only yes or no responses            Answering questions that need only numerical responses</p>

# ORANGE BOARD OF EDUCATION

Increase	Decrease
<p><b>REASONING AND PROOF</b>  Drawing logical conclusions  Justifying answers and solution processes  Reasoning inductively and deductively  <b>MAKING CONNECTIONS</b>  Connecting mathematics to other subjects and to the real world  Connecting topics within mathematics  Applying mathematics  <b>NUMBERS/OPERATIONS/COMPUTATION</b>  Developing number and operation sense  Understanding the meaning of key concepts such as place value, fractions, decimals, ratios, proportions, and percents  Various estimation strategies  Thinking strategies for basic facts  Using calculators for complex calculations  <b>GEOMETRY/MEASUREMENT</b>  Developing spatial sense  Actual measuring and exploring the concepts related to units of measure  Using geometry in problem solving  <b>STATISTICS/PROBABILITY</b>  Collecting and organizing data  Using statistical methods to describe, analyze, evaluate, and make decisions  <b>ALGEBRA</b>  Recognizing and describing patterns  Identifying and using functional relationships  Developing and using tables, graphs, and rules to describe situations  Using variables to express relationships  <b>ASSESSMENT</b>  Making assessment an integral part of teaching</p> <p>Focusing on a broad range of mathematical skills  Tasks and taking a holistic view of mathematics  Developing problem situations that require applications of a number of mathematical ideas  Using multiple assessment techniques, including written, oral, and demonstration formats</p>	<p><b>REASONING AND PROOF</b>  Relying on authorities (teacher, answer key)</p> <p><b>MAKING CONNECTIONS</b>  Learning isolated topics</p> <p>Developing skills out of context</p> <p><b>NUMBERS/OPERATIONS/COMPUTATION</b>  Early use of symbolic notation  Memorizing rules and procedures without</p> <p>Complex and tedious paper-and-pencil computations  <b>GEOMETRY/MEASUREMENT</b>  Memorizing facts and relationships  Memorizing equivalencies between units or measure</p> <p>Memorizing geometric formulas  <b>STATISTICS/PROBABILITY</b>  Memorizing formulas</p> <p><b>ALGEBRA</b>  Manipulating symbols  Memorizing procedures</p> <p><b>ASSESSMENT</b>  Having assessment be simply counting correct answers on tests for the sole purpose of assigning Grades  Focusing on a large number of specific and isolated skills</p> <p>Using exercises or word problems requiring only one or two skills  Using only written tests</p>

## Best Practices ~ Science

RECOMMENDATIONS ON TEACHING SCIENCE	
<i>Increase</i>	<i>Decrease</i>
<p><b>ADAPTING THE CURRICULUM</b> Selecting and adapting curriculum</p> <p>Curriculum with a variety of components emphasizing active and extended scientific Inquiry</p> <p>Learning disciplines (physical, life, earth sciences) in the context of inquiry, technology, personal and social perspectives, history and nature of science</p> <p>Curriculum that includes natural phenomena and science-related social issues that students encounter in everyday life</p> <p>Studying a few fundamental, unifying science concepts</p> <p>Understanding scientific concepts and developing abilities of inquiry</p> <p>Integrating all aspects of science</p> <p>Connecting science to other school subjects</p> <p><b>BUILDING UNDERSTANDING</b> Providing challenging opportunities for all students to learn science Focusing on student understanding and use of scientific knowledge, ideas, and inquiry processes</p> <p>Building on students' prior knowledge to foster conceptual change</p> <p>Sharing responsibility for learning with students</p> <p>Supporting a classroom community with cooperation, shared responsibility, and respect</p> <p>Providing opportunities for scientific discussion and debate among students</p> <p>Understanding and responding to individual student's interests, strengths, experiences, and group as a whole</p>	<p>Rigidly following curriculum</p> <p>Curriculum dominated by presentations of scientific knowledge through lecture, text, and demonstration</p> <p>Studying disciplines (physical, life, earth sciences) for their own sake</p> <p>Broad coverage of unconnected factual information</p> <p>Covering many disconnected science topics</p> <p>Memorizing scientific facts and information</p> <p>Separating science knowledge and science process</p> <p>Treating science as a subject isolated from other school subjects</p> <p>Providing science learning opportunities that favor one group of students</p> <p>Focusing on student acquisition of information</p> <p>Providing direct instruction irrespective of prior knowledge</p> <p>Teacher maintaining responsibility and authority</p> <p>Supporting competition</p> <p>Asking for recitation of acquired knowledge</p> <p>Treating all students alike and responding to the needs</p>

## Best Practices ~ Science Cont...

<i>Increase</i>	<i>Decrease</i>
<p><b>PROMOTING INQUIRY</b></p> <p>Implementing inquiry as instructional strategies, abilities, and ideas to be learned</p> <p>Activities that investigate and analyze science questions over extended periods of time</p> <p>Emphasizing multiple process skills (manipulation, cognitive, procedural) in context</p> <p>Using evidence and strategies for developing or revising an explanation</p> <p>Science as argument and explanation</p> <p>Communicating science explanations</p> <p>Student collaborative groups defending conclusions, analyzing and synthesizing data</p> <p>Doing more investigations in order to develop understanding, ability, values of inquiry, and knowledge of science content</p> <p>Applying the results of experiments to scientific arguments and explanations</p> <p>Public communication of student ideas and work classmates</p> <p><b>ASSESSING SCIENCE LITERACY</b></p> <p>Continuously assessing student understanding with students engaged in ongoing assessment of their work</p> <p>Assessing to learn what students do understand</p> <p>Assessing what is most highly valued: rich, well-structured knowledge as well as scientific reasoning and conceptual change</p>	<p>Implementing inquiry as a set of processes</p> <p>Activities that demonstrate and verify science and investigations confined to one class period</p> <p>Emphasizing individual process skills (e.g., observation or inference) out of context</p> <p>Getting an answer</p> <p>Science as exploration without purpose and experiment based on recipes</p> <p>Providing answers to questions about science content</p> <p>Individuals and groups of students analyzing and synthesizing data without defending a conclusion</p> <p>Doing few investigations in order to leave time to cover large amounts of content</p> <p>Concluding inquiries with the result of the experiment</p> <p>Private communication of student ideas and conclusions to teacher</p> <p>Testing students for factual information at the end of the unit, chapter, or term</p> <p>Assessing to learn what students do not know</p> <p>Assessing what is easily measured: discrete, scientific knowledge</p>

## Best Practices ~ Social Studies

RECOMMENDATIONS ON TEACHING SOCIAL STUDIES	
<i>Increase</i>	<i>Decrease</i>
<p>In-depth study of topics in each social studies field, in which students make choices about what to study</p> <p>Activities that engage students in inquiry and problem solving about significant human issues</p> <p>Student decision making and participation in wider community</p> <p>Affairs, to build a sense of responsibility for their school and community</p> <p>Participation in interactive and cooperative classroom study which processes that bring together students of all ability levels</p> <p>Integration of social studies with other areas of the curriculum; reading use of real-world reading</p> <p>Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography; younger students' experience can relate to social institutions and problems of everyday living</p> <p>Students' sense of connection with American and global history, heritage</p> <p>diverse social groups, and the environment that surrounds them</p> <p>Inquiry about students' cultural groups and others in their and school and community, thus building ownership in the curriculum</p> <p>Use of evaluation that involves further learning and that promotes Assessments only at the end of a unit or grading period; responsible citizenship and open expression of ideas</p> <p>assessments that test only factual knowledge or memorization</p>	<p>Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics</p> <p>Memorization of isolated facts in textbooks</p> <p>Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics</p> <p>Lecture classes in which students sit passively; classes in lower-achieving students are deprived of knowledge and opportunities to learn</p> <p>Narrowing social studies activity to include only textbook and test taking</p> <p>Assumption that students are ignorant about or uninterested in issues raised in social studies</p> <p>Postponement of significant curriculum until secondary grades</p> <p>Use of curriculum restricted to only on dominant cultural</p> <p>Use of curriculum that leaves students disconnected from unexcited about social studies topics</p>