

NHPS World Languages



New Haven Public Schools **PreK-5 World Languages Curriculum Guide**

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About this Curriculum

Elementary programs in New Haven have different implementation structures. Some meet once per week; others meet multiple times. Different schools begin languages at different grade levels. Three different languages are taught: Chinese, French, and Spanish. Some are strongly aligned with school curricula, such as the IB curriculum at King Robinson; others are more closely aligned with the overall elementary content areas. This curriculum guide document seeks to give teachers a road map to generally follow as they create lessons that are sequenced, spiraled, and engaging for students as they move through the elementary years. Every attempt was made to align the document with both IB themes and AP themes, as they represent excellent organizing principles for language learning. The AP themes for language and culture AP tests are used as an organizing principle throughout the NHPS curriculum from PreK-Level IV.

There are five major unit themes included in this PreK-5 document, which align with those areas as follows:

Unit Title	Related AP Theme	Related IB Theme	General Topic Summary
Me and My Friends	Personal and Public Identities	Who we are	Talking about myself and others; socializing
Our Schools	Contemporary Life	Who we are	Class expressions, supplies and school subjects
Our Celebrations	Beauty and Aesthetics	How we express ourselves	Cultural Celebrations and Storytelling
Our Favorite Foods	Global Challenges	Sharing the Planet	Foods, Markets, Comparing Food in Various Countries
Animals and Us	Science and Technology	How the world works	Pets, Animals of the Target Culture and Human Influences

Due to the program differences outlined above, this document outlines objectives and assessments in each of these units at 3 grade-level bands: PreK-1, 2-3, and 4-5 for each of the three languages taught in NHPS. Each unit contains the following for each of those grade-level bands:

- a short summary of what should be taught in each grade-level band
- student objectives in all of the 5 C's of the World-Readiness Standards for World Language Learning
- a list of functions and vocabulary covered in each grade level band
- suggested assessments in each mode of communication: interpretive, interpersonal, presentational
- suggested unit activities
- further authentic materials, assessments, and rubrics can be found on the NHPS World Languages Google site, Elementary page. <https://sites.google.com/a/nhps.net/nhpsworldlanguages/home/k-5-curriculum>

Teachers may decide to:

- Teach each unit once during the grade level band (PreK-1, 2-3, 4-5) and then move up to the next related unit during the next band.
- Teach smaller parts of each unit EVERY year so that the same topics recur each year, with a bit being added on.
- If a program starts in second grade, then teachers may begin with the 2nd-3rd grade objectives and assessments and incorporate the younger grades' content as part of each unit.

It is suggested that PreK-5 teachers work with the World Languages Supervisor and Lead Teacher to map out a plan for instruction that matches the time allotment and grade-level start for their specific school program.

Theme: Me and My Friends: Talking about Myself and Others	AP Theme: Personal and Public Identities	IB Theme: Who we are	
	<u>Spanish</u>	<u>French</u>	
PreK-1	Meet the bull* from the target culture. (names, ages, birth month, where from) <i>*these could be a stuffed toy, puppet, or photo</i>	Meet the frog* from the target culture. (names, ages, birth month, where from)	Meet the panda* from the target culture. (names, ages, birth month, characters for 1-12)
2-3	Making new friends - Real or pretend peer in target culture (names, ages, birthdates, phone numbers or emails, spelling names)	Making new friends - Real or pretend peer in target culture (names, ages, birthdates, phone numbers or emails, spelling names)	Making new friends - Real or pretend peer in target culture (names, ages, birthdates, phone numbers or emails)
4-5	Real interactions with peers (if possible) from target culture via pen pals, skype, visits. Add “where are you from?” and “where do you live?”	Real interactions with peers (if possible) from target culture via pen pals, skype, visits. Add “where are you from?” and “where do you live?”	Real interactions with peers (if possible) from target culture via pen pals (read the letter to the students and they need to find the info of the person, cut and paste for letter), skype, visits. Add “where are you from?” and “where do you live?”
Theme Objectives Interpretive Objectives PreK-1: I can understand when my teacher asks me for my name, age, birth month or where I am from. 2-3: I can understand some basic details when I hear or read about someone’s names, ages, birthdays, where they are from, and phone numbers. 4-5: I can understand some basic details when I hear or read about someone’s names, ages, birthdays, where they are from, phone numbers and the spelling of words.	ASSESSMENTS https://sites.google.com/a/nhps.net/nhpsworldlanguages/home/k-5-curriculum/unit1meandmyfriends Interpretive Assessments PreK-1: Assess students with a checklist that includes their ability to understand when they are asked for their name, age, birth month and where they are from given choices. 2-3: Students will answer an assignment that includes pictures of animals and multiple choices. The teacher will read a description and students will circle the correct answer. For example, students will say “Hello! My name is Fred. I am a frog” (and there will be picture of 4 different animals) “he is 5 years old” (there will be 4 different numbers to choose from) Choices could be limited to 2 based on student’s level. 4-5: Students will answer an assignment with a listening and a reading portion where they will hear or read about people and answer questions related to someone’s names, ages, birthdays, where they are from, phone numbers.		
Interpersonal Objectives PreK-1: I can answer questions about my name, age, birth month, and where I am from. 2-3: I can ask and answer questions about names, ages, birthdays, where you are from, and phone numbers. 4-5: I can ask and answer questions about names, ages, birthdays, where they are from, phone numbers and the spelling of words.	Interpersonal Assessments PreK-1: Assess students with a checklist that includes their ability to answer when they are asked for their name, age, birth month and where they are from given choices. 2-3: Students will create a short dialogue with a partner that includes names, ages, birthdays, where you are from, and phone numbers. 4-5: Students will communicate via skype with a pen-pal from the target country or a fellow target language classroom. During their communication they should include their name, age and birthday.		

<p>Presentational Objectives</p> <p>PreK-1: I can write my name, age, birth month, and where I am from in the correct spot with some assistance/modeling from my teacher. I can memorize and say a simple self-introduction.</p> <p>2-3: I can write a few simple sentences about myself, with some assistance (sentence starters, modeling) I can memorize and say a simple self-introduction with some of the same information.</p> <p>4-5: I can write a short paragraph about myself, with some assistance (sentence starters, modeling). I can memorize and say a simple self-introduction with some of the same information.</p>	<p>Presentational Assessments</p> <p>PreK-1: Students make a self-portrait that includes their name, age, birth month and where they are from and present it to the class if possible.</p> <p>2-3: Students write a short presentation of themselves that they will present to the class as a part of a performance for the school community maybe. The presentation should include name, age, birthday and where they are from.</p> <p>4-5: Students generate letters to a pen-pal from the target country or a fellow target language classroom. The letter should include several sentences including, name, age, birthday, where they are from.</p>
<p>Functions:</p> <ul style="list-style-type: none"> • Describing myself and others with personal information such as name, age, birthday, where they I am/they are from • Asking and responding to personal information questions • Introducing yourself • Expressing feelings and emotions • Maintaining a conversation by asking questions to your partner 	<p>Vocabulary:</p> <p>PreK-1: Names (My name is____), ages (I am X years old) Birthdays: Months of the year Where are you from? I am from/He/she is from ____ Country names, as applicable to students in the class and target lang.</p> <p>2-3: Birthdays: , dates on a calendar (numbers 1-31) Telephone numbers (numbers 1-9) Where do you live? city names/some country names</p> <p>4-5: Spelling your name using the alphabet or characters.</p>
<p>Culture/Comparisons Objectives</p> <ul style="list-style-type: none"> • I can greet appropriately for the target culture (shaking hands, bowing, etc.) • I can name some things that are interesting to me about the life of my peers in the target culture. • I can compare myself to a peer in the target culture. • I can sing a variety of songs from the target culture. 	<p>Connections Objectives</p> <p>K-2: I can use calendar skills to talk about dates in the target language.</p> <p>K-5: I can locate various countries on a map and a globe.</p> <p>I can create artistic representations of myself using art skills.</p>
<p>Communities Objectives</p> <p>I can exchange items (drawings, short letters, crafts, etc.) with my peers in the target culture.</p> <p>I can exchange a pen pal letter or Skype with a peer in the target culture.</p>	
<p>Suggested activities: (see more on the Google site)</p> <ul style="list-style-type: none"> • Pen Pal: find another classroom from the target country (or from the same district who is studying the same language) and exchange letters, emails, blogs and or videos answering questions such as “Where do you live?” or “Where are you from?” • The secret bag: Have a stuffed animal representing the country carry a bag with secret items inside. Each class, the animal can introduce an items related to the topic (birthday candle, phone, name tag...) • Class birthday calendar: As a class, create a class birthday calendar. • Geography: Introduce the country of study on a map. Introduce some country and flag form that target language. Students can play games identifying countries on a map, match flags to countries. You can create a color by number with the different countries on a world map. • Where am I from? You can create a game where you read a description of a pen pal from a target language country and students must place it correctly on a map. • Where are you from? Students can play with puppet from different country and have short dialogues. For example, it could say: Hello, my name is ____ I am from _____. And you, where are you from? 	

Theme: Our Schools		AP Theme: Contemporary Life	IB Theme PYP: Who we are
	<u>Spanish</u>	<u>French</u>	<u>Chinese</u>
K-1	Our Classroom: rules, supplies, expressions.	Our Classroom: rules, supplies, expressions.	Our Classroom: rules, supplies, expressions.
2-3	School shopping: supplies, colors, requests, simple prices	School shopping: supplies, colors, requests, simple prices	School shopping: supplies, colors, requests, simple prices
4-5	Schools in ____ (one or more Spanish-speaking countries): school subjects, likes/dislikes preference, school schedule in target culture vs. ours.	Schools in ____ (one or more French-speaking countries): school subjects, likes/dislikes preference, school schedule in target culture vs. ours.	Schools in China: school subjects, likes/dislikes preference, school schedule in target culture vs. ours.
Interpretive Objectives PreK-1: I can understand classroom commands. 2-3: I can read the words for the school supplies and the colors. I can understand some basic details when I hear or read about someone describing school supplies. 4-5: I can read the words for the school subjects and classroom items. I can understand some basic details when I hear or read about someone's school schedule.		Interpretive Assessments PreK-1: Teacher fills out a checklist as students perform TPR commands. 2-3: Students draw school supplies into a series of backpacks as teacher describes what is in each. 4-5: Students answer questions about a school schedule from the target culture.	
Interpersonal Objectives PreK-1: I can ask to go to the bathroom and get a drink. 2-3: I can answer questions about colors of school supplies. I can request an item that I need using "___ please." I can ask how much something costs and understand the answer (using simple numbers). 4-5: I can talk about what subjects I like and dislike in school. I can ask and answer the question "What time is it?" for hours and half-hours. I can name items in a classroom such as blackboard, white board, computer, desks, tables, etc.		Interpersonal Assessments PreK-1: Teacher fills out checklist as students ask to go to bathroom and get a drink of water, according to visual prompts. (This could be done a few per day). 2-3: Teacher shows pictures of school supplies with prices and asks questions about them OR students participate in an information gap in which they ask and answer questions about each other's list of school supplies and prices. 4-5: Students participate in an information gap activity in which they ask and answer questions about each other's school schedule (that has blanks in it) and likes/dislikes of school subjects. Teacher circulates and scores by rubric.	
Presentational PreK-1: I can say classroom commands. 2-3: I can write a school supplies shopping list that includes prices. (may need a picture dictionary in some languages) 4-5: I can label activities and their times in my daily schedule. I can say and write simple sentences about my likes/dislikes of school subjects.		Presentational PreK-1: Teacher fills out a checklist as students give commands to the class. 2-3: Students write and draw items for a school supply shopping list and teacher scores for accuracy and extent of vocabulary. 4-5: Students write a short pen pal letter telling their peer about their daily schedule, classroom, and likes/dislikes at school. Teacher scores with rubric for accuracy and extent of vocabulary use.	
Functions: PreK-1 • Making request such as "May I go to the bathroom/get a drink?"		Vocabulary: PreK-1: <u>Numbers review:</u> counting objects set expressions for class rules and asking to go to the bathroom and get a drink	

<ul style="list-style-type: none"> Giving and responding to commands. <p>2-3:</p> <ul style="list-style-type: none"> Making requests, such as “may I have ___?” and “how much is it?” Describing things such as the color of school supplies. Asking and responding to questions such as “what do you have in your backpack?” <p>4-5:</p> <ul style="list-style-type: none"> Describe a school schedule using expressions such as “At ___, there is (subject)___” Describe a classroom, using expressions such as “there is/there are/they have ___” (appropriate to TL). Expressing likes and dislikes of school subjects Asking and responding to “What time is it?” Maintaining a conversation by saying “Me too.” 	<p><u>Classroom needs:</u> water, bathroom, pencil, paper, eraser</p> <p><u>Classroom commands:</u> sit, stand, write, read, listen, raise you hand, speak</p> <p>2-3:</p> <p><u>School supplies:</u> book, pencil, eraser, notebook, crayons, markers, glue, scissors, backpack, etc.</p> <p><u>Colors:</u> main 8 colors</p> <p><u>Numbers:</u> as necessary for prices, (and student level)</p> <p>Set expressions: How much is it? Please give me _____.</p> <p>4-5:</p> <p><u>School subjects:</u> TL class, English, math, science, social studies, physical education, music, art</p> <p><u>Expressions:</u> “Me too!” and expressing likes and dislikes</p> <p><u>At schools/classrooms:</u> desk, table, blackboard, white board, computer, television, playground, school uniforms, etc. (teacher choice as applicable)</p> <p><u>Times:</u> hours and half hours for discussing school schedules if time allows and “What time is it?”</p> <p><u>country names</u> if applicable to discussion of schools around the world</p>
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<p>Cultures/Comparisons</p> <ul style="list-style-type: none"> I can compare school supplies in the target culture to mine. I can identify some similarities and differences between my school and some schools in the target culture. 	<p>Connections</p> <ul style="list-style-type: none"> I can use math skills to figure out how much I can buy for school supplies. I can compare what it takes to run a school in different parts of the world (social studies).
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<p>Communities</p> <ul style="list-style-type: none"> I can exchange a pen pal letter or Skype with a peer or class in the target culture.
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<p>Suggested activities:</p> <ul style="list-style-type: none"> See more in the PreK-5 Activities Handbook, available on the Google site. Bag activity: Bring a backpack filled with real school supplies. Use it to introduce the supplies and to review them daily by pulling them out and asking students to name them or repeat after you. “What is in my backpack?” Once students know the supplies well, ask them to tell you what is in your backpack and only take the items out if they say the word. Picture Flashcards: Create a set of flashcards with pictures of the school supplies (pencil, pen, eraser, scissors, glue, ruler, book, crayon, markers, and backpack). Flashcards can be used daily to reinforce vocabulary. Teacher can also use the cards for listening activities. “Where is the book?” or “Give me the book, please” Word Flashcards: Create a set of word flashcards matching the picture cards above. Students can work on matching the words with the pictures. Teacher can also use the cards for listening activities. “Where is the pencil?” or “Show me the pencil” Color Supplies Flashcards: Create a set of 1 type of supply in different color (for example a blue pencil, a red pencil, a yellow pencil...). Use those cards for to review the colors and for listening activities. For example, put all of the cards on the board and ask students to bring you things quickly: “Please, give me the blue pencil” Mini Book: Students can create a mini book of school supplies and label it using a picture dictionary OR the teacher can dictate how to spell each word. Information gap activity: (Grade 2 and up): In pairs, students receive different amounts of items for their school supplies as flashcards. For example, one student has two pencils, the other has two notebooks, etc. They ask and answer questions to get to the point where they both have equal numbers of items.

- **Cultural Activity:** Depending on the language, discuss cultural differences and similarities regarding school supplies using actual items from the target culture or many available videos online.
- **Schools Around the World (2nd grade and up):** See the Google site for this lesson. Students watch video of classrooms around the world and fill out a checklist of what they see. Afterward, they discuss briefly in English what it “takes” to have a classroom for learning.
- **Schools Around the World #2 (all grades):** For any age level, start each day with some pictures of either schools around the world or schools in the target culture. This gets students thinking about their peers and seeing images of other schools from an early age.

Theme: Our Celebrations		AP Theme: Beauty and Aesthetics	IB Theme (PYP): How we express ourselves
<u>Level</u>	<u>Spanish</u>	<u>French</u>	<u>Chinese</u>
K-1	Intro to Dia de los muertos: Craft - sugar skulls	Intro to Mardi Gras Craft - Mask	Intro to Chinese New Year Craft: Chinese luck design
2-3	Dia de los muertos Gouin Series	Mardi Gras Gouin Series	Chinese New Year Gouin Series
4-5	Dia de los muertos Create an alter, label it and act out the celebration	Mardi Gras Create a float and act out the celebration	Chinese New Year Design the red lucky money envelop and act out the celebration

<p>Interpretive Objectives</p> <p>PreK-1: I can understand the words for celebrations and identify a few of the main products of the cultural celebration.</p> <p>2-3: I can understand what I hear when someone describes a celebration (Gouin Series or simple descriptions).</p> <p>4-5: I can listen to a video clip/text that contains information about celebrations and identify the main idea and products of the celebration.</p>	<p>Interpretive Assessments</p> <p>PreK-1:</p> <ul style="list-style-type: none"> Students will be given a series of pictures with the main events /products of the target culture celebration. Students will sequence the events of the celebration. Students will have a sheet with pictures of objects/practices from a celebration. Teacher will name the objects or simply describe the practices while showing a number and students will identify the picture of that object/practice by writing the correct number next to it. <p>2-3: Students will be given a sentence/a series of sentences from the Gouin Series. Students will act out/perform a skit based on the sentence(s) or match them to pictures.</p> <p>4-5: Students will read a short text/ watch a video and identify the main product of a celebration (Comprehension Assessment)</p>
<p>Interpersonal</p> <p>PreK-1: I can answer questions about celebrations.</p> <p>2-3: I can answer questions related to celebrations, giving one word or memorized answers.</p> <p>4-5: I can ask and respond to questions about celebrations in the target culture.</p> <p>I can ask for express my opinions about practices and products of celebrations in the target culture.</p>	<p>Interpersonal</p> <p>PreK-1: Showing a photo, the teacher asks students to name a celebration, tell what month it is celebrated in, what food, drink, activities are represented, etc.</p> <p>2-3:</p> <ul style="list-style-type: none"> Students conduct a survey of their classmates on their favorite celebration, food & drink, activities and what they like about the celebration. Students work with a partners to create a dialogue using a question bank and a word bank. <p>4-5: Dialogue: Students interview classmates to gather information about a celebration in the target culture. Students are given sample questions on what they celebrate? Why they celebrate? The products they like/prefer, Their favorite part of the celebration etc. and (Students will be given interview cards for this assessment)</p>

<p>Presentational Objectives</p> <p>PreK-1: I can sing a song about celebrations in the target culture.</p> <p>2-3 I can write some high frequency, memorized vocabulary words about the celebration.</p> <p>4-5: I can write about a celebration (or celebrations) in which I participated.</p> <p>I can compare celebrations in target culture with those in my culture.</p>	<p>Presentational Assessments</p> <p>PreK-1: Students sing a song about the target culture celebration.</p> <p>2-3: Students design posters representing the celebration in the target culture and labeling them using high frequency, memorized vocabulary words. (rubric provided)</p> <p>4-5: Students will write about a celebration they took part in. (real/imaginary from the target culture) They will write a short description of what they did and illustrate their writing. (Students will be given sentence frames to complete this assessment) OR</p> <p>Students create a multi-media presentation in which they use words, phrases and sentences to describe, compare and contrast their celebrations and that of the target culture.</p>
<p>Functions:</p> <ul style="list-style-type: none"> • Describing places and things such as celebrations in the target culture. • Asking and responding to questions such as “What will you do?” • Expressing feelings and emotions such as “I am happy!” • Telling & retelling stories; sequencing by retelling the Gouin series or talking about what people do for celebrations • Exchanging information on using words and phrases • Making requests and extending invitations using the set expression “Let’s go to__?” • Expressing likes/dislikes/preferences of celebrations • Identifying descriptive words • Describing activities that take place during celebrations • Giving and following a series of directions related to cultural celebrations. • Identifying the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with Celebrations. • Describing people who attend the celebrations • Comparing and contrasting celebrations in target and home cultures. 	<p>Vocabulary:</p> <p>Set expressions: “Let’s go to___” and “I am happy!” and the sentences in the Gouin series. Target culture celebrations-specific vocabulary. <u>Chinese</u>: lucky money, envelop, dragon dance, lion dance, Nian, Zodiacs (Animals), lantern, <u>French</u>: mask, beads, mardi gras colors, cake, float, <u>Spanish</u>: skulls, altern, calevera, calaveras, Dia de los Muertos, ofrenda(s), pan de muerto, el cempasuchil, el dulce, las vela, el copa, el alfenique, el juguete, atole</p> <p>Review of target culture country names Review days of the week and months of the year</p> <p>verbs of motion as they apply to what you would do at a celebration: go, run , walk, dance, eat, drink, make, cook, etc.</p>
<p>Culture/Comparisons Objectives</p> <ul style="list-style-type: none"> • I can identify typical target culture food products that are used during celebrations • I can compare what I celebrate to that of the target culture. 	<p>Connections Objectives</p> <ul style="list-style-type: none"> • I can sing and dance to children’s music from target culture(s). • I can create an artwork representing the products and or practices of the celebration in the target culture.
<p>Communities Objectives</p> <ul style="list-style-type: none"> • I can celebrate with children from community where target language is spoken (e.g., dance performance, art display etc.) • I can teach one of my family members/friends how to say (some) celebration vocabulary in target culture. • I can perform a dance/sing a song about the celebration in the target culture to students in other grade levels. 	

Suggested activities:

- See the [PreK-5 Activities Handbook](#) and the [Google site](#) for more ideas

What is a Gouin Series?

A Gouin series is a string of 6-10 sentences, all in the same tense, that describe a story-like progression of events. You can use a Gouin series as a base to teach about a cultural celebration. For example:

- I wake up.
- I put on my kimono.
- I put on my sandals.
- I walk to the festival.
- I eat shaved ice. Yum!
- I dance the summer dance.
- I drink marble soda.
- I love the Summer Festival!

The components of the Gouin Series should be introduced all at once and then broken apart as you move through the unit. Use visuals and acting to introduce the sentences first. Try to use the same action each time you do a particular sentence (much like TPR). Introduce the whole story a few times. Then, encourage students to act it out with you. Say it every day of the unit. After they are used to it a little, separate out the sentences and prompt students to practice them out of order (you say it, they do the TPR). You could also show written sentences and have them match them to pictures (you may have to read the sentences to them). This way, students learn grammatically correct sentences in an engaging context. On the last day of the unit, try to act out the sentences as you have your own celebration.

- **Craft:** create crafts related to the celebration
- **Celebration:** organize a celebration in the school where you could invite the community
- **Invitation:** Create and design an invitation for community members
- **Food:** Share traditional food related to the celebration
- **Matching map and celebrations activity:** Have students watch YouTube clips of cultural celebrations and then using maps of the target culture and pictures of celebrations, have students correctly match the name of celebrations with a picture and glue onto the map template at their desks. (country map/world map)
- **Use a matrix** (based on level) (who, what, when, where, why + celebration) have students cut out a worksheet with pictures and information and stick them into the correct box on the Matrix.
- **Music:** Have students listen to music used in different cultural celebrations (4-5: and identify the tone of the music.)
- **Flip Book:** Students create a flip book of the cultural celebration
- **Pictionary:** Students or the teacher draw a celebration-related item and classmates guess what it is.
- **Comparison activity (based on level):** Create a template with pictures of celebrations with sentences of both the target and home cultures and have students use it to compare by describing what both cultures do to celebrate.

Theme: Our Favorite Foods		AP Theme: Global Challenges		IB Theme: Sharing the Planet			
	<u>Spanish</u>		<u>French</u>		<u>Chinese</u>		
K-1	Fruits and Vegetables		Fruits and Vegetables		Fruits and Vegetables		
2-3	At a Spanish Market		At a French Market		At a Chinese Market		
4-5	At a Spanish Restaurant		At a French Restaurant		At a Chinese Restaurant		
Interpretive Objectives				Interpretive Assessments			
<p>PreK-1: I can recognize 6 fruits and 6 vegetables orally and in writing. Chinese 1st grade: I can read the words for fruits and vegetables.</p> <p>2-3: I can understand some basic details when I hear someone describe their shopping list at supermarket. I can understand expressions of whether they do or do not have items.</p> <p>4-5: I can understand some basic detail when I hear someone describes their orders in restaurant.</p>				<p>PreK-1: Assess students with a checklist which includes their ability to understand when they are asked to pick different fruit or vegetable, include the quantity of them.</p> <p>2-3: Students will have a worksheet (multiple choices), teacher will read a description of a shopping list or dialogue between two students talking about their shopping list to the students, based on the info students will pick the correct answer, or write down the quantity and cost of each product they hear.</p> <p>4-5: Students will complete a listening (reading) assignment. According to what they listen (read), they will answer what food is being ordered, and also the quantity of each type of food.</p>			
Interpersonal Objectives				Interpersonal Assessments			
<p>PreK-1: I can answer what fruit(s) and vegetable(s) I like and don't like. I can tell fruits from vegetables.</p> <p>2-3: I can ask and answer questions about how much things are at the market, and make a purchase at the market. I can answer what products the market sells.</p> <p>4-5: I can talk about what I like and dislike at the restaurant. I can make an order at the restaurant.</p>				<p>PreK-1: Assess students with a checklist and have them say the name of each fruit and vegetable, answer questions about their likes and dislikes, and let them sort between fruits and vegetables.</p> <p>2-3: Do the Shopping List Presentational activity below first. Students bring their shopping list to a teacher "store" with plastic items or flashcards to be purchased. The teacher plays the seller. Students must request the items they want to buy, how many they want, and they must ask the price. The teacher should use phrases indicating BOTH "Yes, I have..." and "Sorry, I don't have..." so that students must think on their feet. Teacher will also give requested prices. Teacher scores with Interpersonal Rubric.</p> <p>4-5: (1) Students will create a phone conversation with his/her friend. The conversation should include at least 2 dishes they like and they dislike in the restaurant. (2) Students will create a phone delivery order for one of the meal for the day (breakfast, lunch, dinner). They have to order at least two dishes from the restaurant.</p>			
Presentational Objectives				Presentational Assessments			
<p>PreK-1: I can say 6 fruits and 6 vegetables, and say what I like and what I dislike.</p>				<p>PreK-1: Students will draw a picture for themselves, and the fruits/vegetables they <u>like</u> and <u>dislike</u> (at least one fruit and one vegetable in each category), and present in front of the class (or we can do a video record as project send to home). For 1st grade, we can also have the students write/copy the words for the fruit and vegetable they like and dislike on their</p>			

<p>2-3: I can write a basic supermarket shopping list with the help of a picture dictionary. The list should include meat, fruits, and vegetable.</p> <p>4-5: I can label food/dishes for different meals of the day. I can write simple sentences about what I will eat on my birthday, using the sentence starter “I will eat...”.</p>	<p>project paper.</p> <p>2-3: Students will write a shopping list including these 4 categories: meat, fruits and vegetables, or other - Each one should include 3 items. They will present for the class (or we can do video record as project to send home). The shopping list can only with pictures, or pictures and words. (We will give students a picture dictionary.) Students may copy the words from the picture dictionary.</p> <p>4-5: Students will create a one day “dream” menu for their birthday. There should be at least 3 items (fruit/vegetable) in each meal (breakfast, lunch, dinner), using full phrases (I will eat.....)</p>
<p>Functions:</p> <ul style="list-style-type: none"> • Maintaining a conversation using expressions such as “really?” and “me too!” • Describing things such as fruits, vegetables, meats, and main dishes. • Asking and responding to questions such as “how much does __ cost?” • Expressing preferences and opinions including likes and dislikes of all foods learned. • Expressing hopes, dreams, future plans by creating a birthday dream menu (4th -5th grade). • Making requests such as asking for items when purchasing or ordering. 	<p>Vocabulary: (Each grade-level will include the vocab from the previous level)</p> <p>PreK – 1: Fruits: apple, orange, pear, strawberry, lemon, and banana. Vegetables: tomato, cucumber, potato, onion, carrot, corn.</p> <p>2-3: Expressions: Spiral (Review the previous units). “Really?” and “Me too!” “May I have...” "How much does ____ cost" “do you have.....” “yes, we have____” , “Sorry, we don’t have____” Vocab: Meat: beef, pork, chicken, shrimp Others: Milk, egg, cheese, Different Money: Dollars, Cent, Yuan, Jiao, Fen, Numbers from 1 to 1000 (count by 100). Basic food and culture specific food.</p> <p>4-5: Vocab: Breakfast, lunch, dinner. Cereal, pizza, burger, pancake, bread, cake, rice, noodles Basic food and culture specific food. Set expressions: “I will eat....” Special greeting words in Chinese on the phone: 喂, 您好!</p>
<p>Cultures/Comparisons</p> <ul style="list-style-type: none"> • I can name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, etc.) • I can compare and contrast meals and eating styles/practices in the target culture(s) with North American equivalents (e.g., cheese is served before meal in US and after meal in France). • I can recognize the name of money in the target culture and how it looks. 	<p>Connections</p> <ul style="list-style-type: none"> • I can classify foods according to colors, shapes and food groups (e.g., the orange is orange, round, fruit).
<p>Communities</p> <ul style="list-style-type: none"> • I can attend a restaurant from the target country with customs from target culture. 	
<p>Suggested activities:</p> <ul style="list-style-type: none"> • See the Google Site and the PreK-5 Activities Handbook for more resources. • Bag activity: Create a shopping bag with food (real or plastic) and present your food: “What is in 	

my bag?" "I have..."

- **Picture Flashcards:** Create a set of flashcards with pictures of the food. Flashcards can be used daily to reinforce vocabulary. Teacher can also use the cards for listening activities. "Where is the apple?" or "Give me the apple, please" or "what color is the apple?"
- **Word Flashcards:** Create a set of word flashcards matching the picture above. Students can work on matching the words with the pictures. Teacher can also use the cards for listening activities. "Where is the banana?" or "Show me the pear"
- **Color food Flashcards:** Create a set of 1 type of food in different color (for example a green apple, a red apple, a yellow apple ...). Use those cards for listening activities like "Please, give me the green apple"
- **Shopping cart:** students can play shopping by using sentences like: "I would like 2 apples, please" "Here you go, 2 apples"
- **Restaurant:** Students can role play at a restaurant scene. "What would you like?" "I would like a coffee please" ..

Theme: Animals and Us		AP Theme: Science and Technology		IB Theme: How the world works	
<u>Spanish</u>		<u>French</u>		<u>Chinese</u>	
K-1	Brown Bear Hungry Caterpillar	Brown Bear Hungry Caterpillar	Brown Bear Hungry Caterpillar	Brown Bear Hungry Caterpillar	Brown Bear Hungry Caterpillar
2-3	Rain Forest Animals	African Animals	African Animals	Animals of Asia	Animals of Asia
4-5	My Dream Pet (using all animals + household)	My Dream Pet (using all animals + household)	My Dream Pet (using all animals + household)	Chinese Zodiac; My Dream Pet (using all animals + household)	Chinese Zodiac; My Dream Pet (using all animals + household)
Interpretive Objectives			Interpretive Assessments		
<p>PreK-1: I can imitate animals when my teacher says its name. I can point to a picture of an animal if my teacher says its name.</p> <p>2-3: I can identify animals based on oral and written descriptions, including color, size, and where they are from, whether they are slow/fast, etc.</p> <p>4-5: I can understand information about my friend’s pet and answer comprehension questions, such as about color, size, weight, slow/fast, runs/walks/eats/sleeps, etc..</p>			<p>PreK-1: Students will demonstrate their knowledge of the animal they learned by imitating the animal sound (as used in the target language) when they hear the animal name. For example, if they hear “Que fait le coq” They must answer Cocorico!</p> <p>Students will receive a sheet of pictures of the animals they have learned. The teacher names an animal and holds up a number. Students write the number next to the correct animal.</p> <p>2-3: Students will receive a sheet of pictures of the animals they have learned. The teacher <u>describes</u> (color, size, where from) an animal and holds up a number. Students write the number next to the correct animal.</p> <p>The above assessment can be repeated, except students receive written descriptions of the animals to match to the pictures.</p> <p>4-5: Students will listen to or read a story or pen pal letter about a friend’s pet and answer comprehension questions in English or the target language.</p>		
Interpersonal Objectives			Interpersonal Assessments		
<p>PreK-1: I can answer yes/no and naming questions about animals</p> <p>2-3: I can ask and answer yes/no questions and about the color, size, and where animals are from.</p> <p>4-5: I can ask and answer a variety of simple questions about animals. (color, size, speed, where they are from, etc.)</p>			<p>PreK-1: Assess students with a checklist that includes their ability to understand questions about the animals base on the animal book we read to them.</p> <p>Such as: What animal is this? Is it big or small?</p> <p>2-3: Students participate in information gap activity in which they ask and answer questions about each other’s list of animals.</p> <p>Such as: Student A: What color is it? Student B: It is blue. Student A: Where is it? Student B: In the ocean. Student B: Is it a fish? Student A: Yes</p> <p>4-5: Students will participate in a “Guess my animal” activity. Each student will receive an animal picture card and a card with a set of questions. They will have to keep asking questions from the question card until they can find out what animal the other person has. And then they switch partner.</p>		
Presentational Objectives			Presentational Assessments		
<p>PreK-1: I can recite a short story using simple memorized, practiced language.</p> <p>2-3: I can present a memorized mini-book about animals based on pictures or photos.</p>			<p>PreK-1: Students will act out the story Brown Bear or the Hungry Caterpillar using simple memorized language.</p> <p>2-3: Students will create and present a mini book including 3 to 5 animals they learned during the unit. (name of the animal, color, where the animal from)</p> <p>4-5: Student will create a poster and present to the class their</p>		

4-5: I can write and present information about my Dream Pet.	Dream Pet. They presentation will include at least 4 of the following things: what animal that is, name of the pet, color, what can the pet do such as swim, run, fly, crawl, what they eat.
Functions: <ul style="list-style-type: none"> • Describing animals using adjectives and where they are from/live • Asking and responding to questions about animals • Introducing yourself using set expressions (as an animals) • Maintaining a conversation 	Vocabulary: <ul style="list-style-type: none"> • Animal names appropriate to target culture • Review of country names, Where does he/she live? Where is he/she from? • Adjectives: big/small, slow/fast, friendly/scary, etc. • Habitats: ocean, forest, pond, yard, desert, etc. • Review of Fruits, colors, numbers • Hungry Caterpillar: Days of the week, Expression of 'Hunger' • Animals (base on the Brown bear book). • I see..... • Eat, sleep, walk, run, jump (I would like.....)
Cultures/Comparisons Objectives <ul style="list-style-type: none"> • I can match animals with sounds perceived by target culture (e.g., rooster said "Cocorico" in France, "Quiquiriqui" in Spain, "Cucuricul" in Sweden) 	Connections Objectives <ul style="list-style-type: none"> • I can answer questions orally regarding concepts covered in content related or content based units. (e.g., food animals eat, habitat, Life cycle...)
Communities Objectives: <ul style="list-style-type: none"> • I can share pictures of my pet or my dream pet with the class and talk about it in the target language. 	
Suggested activities: <ul style="list-style-type: none"> • Hungry caterpillar: <ul style="list-style-type: none"> - Retelling: Students can retell the story by gluing parts in the correct order - Colors/fruits: Students can associate the colors and the fruits with various activities (matching, sorting...) - Acting: Students can act out the part of the story as the teacher narrates • Brown bear: <ul style="list-style-type: none"> - Retelling: Students can retell the story by gluing parts in the correct order - Colors/animals: Students can associate the colors and the animals with various activities (matching, sorting...) - Acting: Students can act out the part of the story as the teacher narrates • Bag activity: Create a bag with stuffed animals or pictures to present your animals: "What is in my bag?" "I have..." • Picture Flashcards: Create a set of flashcards with pictures of animals. Flashcards can be used daily to reinforce vocabulary. Teacher can also use the cards for listening activities. "Where is the panda?" or "Give me the lion, please" or "what color is the bear?" <p>Animaux d'Afrique: http://pepinettealecole.eklablog.com/les-animaux-de-l-afrique-a59377737 , http://aphroditekarageorgiou.weebly.com/uploads/3/0/7/6/30767969/9823393.jpg?584</p> <ul style="list-style-type: none"> • Word Flashcards: Create a set of word flashcards matching the picture above. Students can work 	

on matching the words with the pictures. Teacher can also use the cards for listening activities.

“Where is the frog?” or “Show me the tiger”

- **Animal sounds:** play a recording of an animal sound and have students guess what animal is making the sounds. You can also give an animal and have students make the sound.

<https://www.esl-languages.com/en/study-abroad/coffee-time/animal-sounds/index.htm> ,

<http://www.gocompare.com/pet-insurance/from-the-horses-mouth#> ,

- **Animal puppets:** students can play with the puppets and make the animal sounds.
- **Matching activity:** students can match animals with habitats, foods, countries, actions, colors depending on the objective.
- **Sorting game:** students can sort animals according to criteria (habitats, foods, countries, actions, colors)