

# North Carolina 1 World Languages / Bilingual Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                 |
|------------------|-----------------------------------------------------------------|
| State            | North Carolina                                                  |
| Grade            | 1 (Elementary)                                                  |
| Subject          | World Languages / Bilingual Education                           |
| Course category  | Language / Optional                                             |
| Standards family | World Languages / Language Programs                             |
| Framework        | North Carolina Standard Course of Study, World Languages (2024) |
| Issuing agency   | North Carolina Department of Public Instruction                 |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units       |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Gestures and Celebrations

### Unit 3: Culture and Comparison · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                          |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What do people in the target culture do?                                                                                                                                                                                                 |
| Standards          | <b>Gestures and Expressions</b> -> NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2<br><b>Celebrations and Events</b> -> NL.ICC.2.1, NL.ICC.2.2, NL.ICC.3.1, NL.ICC.3.2<br><i>8 standards this week; full text in the standards table.</i> |
| Learning target    | "I can use a gesture and name a celebration from the target culture."                                                                                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                          |

### Measurable objectives

- Students will use appropriate gestures and oral expressions.
- Students will identify typical activities, events, and celebrations of the target cultures.

### Success criteria (student-friendly)

- "I use a gesture correctly."
- "I name a celebration."
- "I say one thing people do at it."

### Academic vocabulary

gesture, expression, celebration, event, activity

### Materials and technology

- Teacher-selected images of a celebration in the target culture
- Gesture demonstration space
- Chart paper
- Class display
- Audio resources

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child uses a cultural gesture and names a celebration.

**Family communication**

Ask your child about a celebration they learned about this week.

## Day 41 — Gestures People Use

Week 9, Day 1 · Unit 3 · Standards: NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2, NL.ICC.2.2

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Observing gesture.                                                    |
| Learning target   | "I can use a gesture and name a celebration from the target culture." |
| Vocabulary in use | gesture, expression, celebration                                      |
| Local date        | _____                                                                 |

### Learning sequence

Connect: gesture as meaning. Teach: gestures of the target culture. Try: observing. Apply: children identify. Reflect: gestures listed.

### Check for understanding

Student identifies a gesture used in the target culture.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Using a Gesture Myself

Week 9, Day 2 · Unit 3 · Standards: NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2, NL.ICC.2.2

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Producing gesture.                                                    |
| Learning target   | "I can use a gesture and name a celebration from the target culture." |
| Vocabulary in use | gesture, expression, celebration                                      |
| Local date        | _____                                                                 |

### Learning sequence

Connect: observed gestures. Teach: using one appropriately. Try: guided practice. Apply: children use it in an exchange. Reflect: appropriateness discussed.

### Check for understanding

Student uses a cultural gesture appropriately in context.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — A Celebration in the Target Culture

Week 9, Day 3 · Unit 3 · Standards: NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2, NL.ICC.2.2

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Introducing a celebration.                                            |
| Learning target   | "I can use a gesture and name a celebration from the target culture." |
| Vocabulary in use | gesture, expression, celebration                                      |
| Local date        | _____                                                                 |

### Learning sequence

Connect: culture. Teach: a celebration the teacher has chosen. Try: shared viewing. Apply: children name it. Reflect: details noted.

### Check for understanding

Student names a celebration of the target culture.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — What People Do to Celebrate

Week 9, Day 4 · Unit 3 · Standards: NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2, NL.ICC.2.2

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Activities within it.                                                 |
| Learning target   | "I can use a gesture and name a celebration from the target culture." |
| Vocabulary in use | gesture, expression, celebration                                      |
| Local date        | _____                                                                 |

### Learning sequence

Connect: the celebration. Teach: what people actually do. Try: shared discussion. Apply: children name an activity. Reflect: list built.

### Check for understanding

Student names an activity associated with the celebration.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Our Celebration Chart

Week 9, Day 5 · Unit 3 · Standards: NL.ICC.2.1, NL.ICC.3.1, NL.ICC.3.2, NL.ICC.1.2, NL.ICC.2.2

|                   |                                                                       |
|-------------------|-----------------------------------------------------------------------|
| Focus             | Week 9 consolidation.                                                 |
| Learning target   | "I can use a gesture and name a celebration from the target culture." |
| Vocabulary in use | gesture, expression, celebration                                      |
| Local date        | _____                                                                 |

### Learning sequence

Connect: what we learned. Teach: recording it together. Try: shared charting. Apply: children contribute. Reflect: chart displayed.

### Check for understanding

Student contributes accurate detail to a celebration chart.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

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