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# North Carolina 5 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            | 5 (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 — Everyday Interactions

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

|                    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What do you actually say when you walk into a shop?                                                                                         |
| Standards          | <b>Role-Playing Everyday Interactions</b> -> NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1 — 4 standards; full text in the standards table |
| Learning target    | "I can handle an everyday interaction the way it is actually done."                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                             |

#### Measurable objectives

- Students will role-play everyday interactions of the target culture.
- Students will use culturally appropriate greetings and forms.

#### Success criteria (student-friendly)

- "I use the right greeting."
- "I use the right level of formality."
- "I complete the interaction."

#### Academic vocabulary

greetings, politeness forms, transactional phrases

#### Materials and technology

- Role-play scenario cards
- Props the school already has
- Notebooks
- Chart paper
- Class devices

#### 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**

An everyday interaction role-played with culturally appropriate language.

**Family communication**

Ask your child how greetings differ in the target culture.

## Day 41 — Greetings Are Not Neutral

Week 9, Day 1 · Unit 3 · Standards: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| Focus             | The cultural point.                                                 |
| Learning target   | "I can handle an everyday interaction the way it is actually done." |
| Vocabulary in use | greetings, politeness forms, transactional phrases                  |
| Local date        | _____                                                               |

### Learning sequence

TEACHER NOTE FOR THIS UNIT: NO CULTURE IS PRESCRIBED BY THIS PLAN and NO PUPIL IS ASKED TO EXPLAIN, DEMONSTRATE OR REPRESENT THEIR OWN CULTURE OR HOME LANGUAGE. Choose material you have the standing and knowledge to teach; do not present any culture as having one set of practices; do not describe a living culture in the past tense. Connect: classroom phrases. Teach: that who greets whom, how, and how much contact there is are cultural rather than universal. Try: shared practice. Apply: pupils greet appropriately.

### Check for understanding

Student greets appropriately for 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 — Formality and Who You Are Speaking To

Week 9, Day 2 · Unit 3 · Standards: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| Focus             | Register.                                                           |
| Learning target   | "I can handle an everyday interaction the way it is actually done." |
| Vocabulary in use | greetings, politeness forms, transactional phrases                  |
| Local date        | _____                                                               |

### Learning sequence

Connect: greetings. Teach: how the language changes with the person addressed, and that getting this wrong is more noticeable than a grammar error. Try: shared practice with different partners. Apply: pupils switch register. Reflect: prepares NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.1, NM.ICC.2.2 directly.

### Check for understanding

Student adjusts formality for a different addressee.

### 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 Transaction Start to Finish

Week 9, Day 3 · Unit 3 · Standards: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| Focus             | Completeness.                                                       |
| Learning target   | "I can handle an everyday interaction the way it is actually done." |
| Vocabulary in use | greetings, politeness forms, transactional phrases                  |
| Local date        | _____                                                               |

### Learning sequence

Connect: register. Teach: running an everyday transaction from greeting to leaving, including the bits learners skip. Try: shared role-play. Apply: pupils complete one. Reflect: the standard is about the whole interaction.

### Check for understanding

Student completes a transaction from greeting to farewell.

### 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 — When It Goes Off Script

Week 9, Day 4 · Unit 3 · Standards: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| Focus             | Flexibility.                                                        |
| Learning target   | "I can handle an everyday interaction the way it is actually done." |
| Vocabulary in use | greetings, politeness forms, transactional phrases                  |
| Local date        | _____                                                               |

### Learning sequence

Connect: transactions. Teach: what to do when the other person says something unexpected - ask, repeat, rephrase - which is what this week's standard's unrehearsed work will need later. Try: shared practice with deliberate deviations. Apply: pupils recover. Reflect: sets up Unit 5.

### Check for understanding

Student recovers when a role-play goes off script.

### 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 — Role-Playing an Interaction

Week 9, Day 5 • Unit 3 • Standards: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| Focus             | NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1 assessed.            |
| Learning target   | "I can handle an everyday interaction the way it is actually done." |
| Vocabulary in use | greetings, politeness forms, transactional phrases                  |
| Local date        | _____                                                               |

### Learning sequence

Connect: the week. Teach: performing an everyday interaction in pairs. Try: shared rehearsal. Apply: pupils perform. Reflect: NM.ICC.1.1, NM.ICC.1.2, NM.ICC.2.2, NM.ICC.3.1 recorded.

### Check for understanding

Student role-plays an everyday interaction appropriately.

### 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.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

North Carolina Department of Public Instruction. North Carolina Standard Course of Study, World Languages (2024). North Carolina keys world languages on PROFICIENCY level (Novice Low through Advanced High), not on grade. The proficiency band cited here is the one a K-12 sequence would be working in at this grade. Retrieved 2026-07-27 from <https://www.dpi.nc.gov/districts-schools/classroom-resources/office-teaching-and-learning/standard-course-study/world-languages>