



**Greenwich Stow
Creek Partnership
Schools:
World Language
Kindergarten**

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introducing Oneself: Greetings and Farewells	4 Weeks	Proficiency level is Novice Low
Expressions of courtesy and feelings	5 Weeks	Proficiency level is Novice Low
Colors & Shapes	8 Weeks	Proficiency level is Novice Low
Numbers 1-10	5 Weeks	Proficiency level is Novice Low
Days of the Week, Time, Weather, and Climate	4 Weeks	Proficiency level is Novice Low.
Animal/Pets	5 Weeks	Proficiency level is Novice Low
Parts of the Body	5 Weeks	Proficiency level is Novice Low

Unit Title	Introducing Oneself: Greetings and Farewells
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit students will learn simple greetings, farewells, and other pleasantries.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Understanding how people greet each other in the target language. • Why are there differences between saying hello and goodbye to our friends, my teachers, and other adults. • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet and leave people in a polite way. • Greetings/Farewells (Hello/Good morning/Good afternoon/Good evening/Goodbye) • Understand how to use authentic expressions in the target language to greet people • Understand when someone greets you. • Demonstrate ability to say hello and goodbye to someone my age or younger. • Say hello and goodbye to my teacher, professor, or supervisor. • Introduce myself to others. • Ask others what their name is. • State my name and ask someone's name. • Explain the importance of studying another language.

- Understand how to use authentic expressions in the target language to greet people
- Express their name and ask a classmate what their name using think-pair-share
- Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)
- Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

	<p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

	<p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicators

Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - Provide limited details of experiences, events, or characters.
 - Provide a reaction to experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.

- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Social Studies

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

	<ul style="list-style-type: none"> 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
Health/PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Expression of Courtesy & Feeling
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>The unit is designed to provide students with simple phrases and vocabulary to express feelings and polite courtesies.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How do I express my age and ask others? How do I greet my intended audience? How do I describe myself, family members, and other nouns? How do I express how I feel? How can I express positive emotion?
Enduring Understandings	<ul style="list-style-type: none"> People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> Express my age and ask others for their age. Greet people appropriately. Use vocabulary to form a simple sentence about how I am feeling, describe myself, and my family. Express how students are feeling and ask a classmate how they are feeling Express emotions/feelings (happy, sad, good, bad, excited, scared, surprised, angry, tired)
Assessment Evidence	

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
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Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

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World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	

NJSLS Performance Expectations

Progress Indicator

Reading

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- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
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- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

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- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.
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Language

<ul style="list-style-type: none"> L.RF.K.1. Demonstrate understanding of the organization and basic features of print. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Health & PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Numbers
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn numbers in the target language.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How are numbers important in today's world? • How can one count from 0-20 and by tens to 50 in the target language? • How can one add and subtract in the target language? • How can one state their phone number? • How can one use numbers to state their address?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify numbers 0-20 orally and in written form. • Count by 10s to 50 in the target language. • Count from 0-20 in the target language. • Demonstrate knowledge of numbers by doing math problems in the target language (addition/subtraction) • Identify numbers 0-20 out of sequence • State my address and phone number
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
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Content & Interdisciplinary Standards	
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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

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Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> • 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • 1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Unit Title	Colors and Shapes
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn basic colors and shapes. This unit builds upon the fundamental vocabulary when learning a new language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name shapes and colors in the target language? • How can one recognize shapes related to one another? • How can one express color preferences? • How can one recognize some color words? • How can one recognize some shapes? • How can one count the sizes of some shapes?

Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> Recognize primary color words. Identify shapes such as triangles, circles, square, and ovals. List colors in the target language. Match colors and shapes.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported

<p>authentic materials in the target language.</p>	<p>by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). 	

- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - Provide limited details of experiences, events, or characters.
 - Provide a reaction to experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> • 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
Visual and Performing Art	<ul style="list-style-type: none"> • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Unit Title	Days of the Week, Time, Weather and Climate
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will begin to recognize the days of the week and time of day.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How to recognize the days of the week in the target language. • How to tell time in the target language. • How can one write the months? • How can one write the seasons?

Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recite the days of the week in the target language. • Recite the months in the target language. • Demonstrate how to recognize the days of the week and time when heard. • Describe the weather in the target language. • Illustrate the four seasons in the target language. • Identify orally different weather and climate conditions. • Discuss the climate and any changes in a country where the target language is spoken. (Climate Change)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p>

	<p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Health & PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Science	<ul style="list-style-type: none"> K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Unit Title	Animals and Pets
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will be able to identify animals in the target language. Also, students will work on using simple vocabulary from the color unit.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can we talk about animals we see in pictures? How can we recognize the colors we see in pictures of animals? How can we ask questions about what we are learning? How can one recognize the sounds of an animal? What are some of the sounds animals make?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> Identify farm animals by looking at pictures Demonstrate knowledge of animal vocabulary and their sounds. Develop initial vocabulary by using picture word association Recognize animals by using pictures. Describe farm animals by color and size Career Exploration – Students will examine career working with animals.
Assessment Evidence	

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

	7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - Provide limited details of experiences, events, or characters.
 - Provide a reaction to experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Science

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Unit Title	Parts of the Body
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn parts of the body. Each grade level will review different parts of the body such as face, arms/legs, hands/fingers, feet/toes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name parts of their body in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify parts of the body in the target language. (Hands, feet, finger, toes, shoulder, knees). Parts of the body (head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	

NJ 2020 SLS: World Languages

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>

	<p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural</p>	

understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - Introduce a topic.
 - Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.

- Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- Provide limited details of experiences, events, or characters.
- Provide a reaction to experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.1.1b. Continue a conversation through multiple exchanges.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking

	<ul style="list-style-type: none"> • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Science	<ul style="list-style-type: none"> • 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Health/PE	<ul style="list-style-type: none"> • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. • 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p>Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
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ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length

- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry-based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem-solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership
Schools:
World Language
Grade 1**

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introducing Oneself: Greetings and Farewells	4 Weeks	Proficiency level is Novice Low
Expressions of courtesy and feelings	5 Weeks	Proficiency level is Novice Low
Colors & Shapes	8 Weeks	Proficiency level is Novice Low
Numbers 1-10	5 Weeks	Proficiency level is Novice Low
Days of the Week, Time, Weather, and Climate	4 Weeks	Proficiency level is Novice Low.
Animal/Pets	5 Weeks	Proficiency level is Novice Low
Parts of the Body	5 Weeks	Proficiency level is Novice Low

Unit Title	Introducing Oneself: Greetings and Farewells
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit students will learn simple greetings, farewells, and other pleasantries.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Understanding how people greet each other in the target language. • Why are there differences between saying hello and goodbye to our friends, my teachers, and other adults. • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet and leave people in a polite way. • Greetings/Farewells (Hello/Good morning/Good afternoon/Good evening/Goodbye) • Understand how to use authentic expressions in the target language to greet people • Understand when someone greets you. • Demonstrate ability to say hello and goodbye to someone my age or younger. • Say hello and goodbye to my teacher, professor, or supervisor. • Introduce myself to others. • Ask others what their name is. • State my name and ask someone's name. • Explain the importance of studying another language.

- Understand how to use authentic expressions in the target language to greet people
- Express their name and ask a classmate what their name using think-pair-share
- Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)
- Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

	<p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

	<p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicators

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

<i>Language</i>	
<ul style="list-style-type: none"> • L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. • L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Social Studies	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

	<ul style="list-style-type: none"> 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
Health/PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Expression of Courtesy & Feeling
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>The unit is designed to provide students with simple phrases and vocabulary to express feelings and polite courtesies.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How do I express my age and ask others? How do I greet my intended audience? How do I describe myself, family members, and other nouns? How do I express how I feel? How can I express positive emotion?
Enduring Understandings	<ul style="list-style-type: none"> People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> Express my age and ask others for their age. Greet people appropriately. Use vocabulary to form a simple sentence about how I am feeling, describe myself, and my family. Express how students are feeling and ask a classmate how they are feeling Express emotions/feelings (happy, sad, good, bad, excited, scared, surprised, angry, tired)
Assessment Evidence	

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

	7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
<i>Presentational Mode of Communication</i>	
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World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	


NJSLS Performance Expectations

Progress Indicator

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
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- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 
 - D. Introduce a topic.
 - E. Develop the topic with facts or other information and examples related to the topic.
 - F. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - E. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - F. Provide dialogue and/or description and details of experiences, events, or characters.
 - G. Use transitional words to manage the sequence of events.
 - H. Provide a reaction to the experiences or events.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Health & PE

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Numbers
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn numbers in the target language.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How are numbers important in today's world? • How can one count from 0-20 and by tens to 50 in the target language? • How can one add and subtract in the target language? • How can one state their phone number? • How can one use numbers to state their address?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify numbers 0-20 orally and in written form. • Count by 10s to 50 in the target language. • Count from 0-20 in the target language. • Demonstrate knowledge of numbers by doing math problems in the target language (addition/subtraction) • Identify numbers 0-20 out of sequence • State my address and phone number
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

	<p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts


NJSLS Performance Expectations

Progress Indicator

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - C. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - D. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

<ul style="list-style-type: none"> • 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> • 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • 1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).


Unit Title	Colors and Shapes
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn basic colors and shapes. This unit builds upon the fundamental vocabulary when learning a new language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name shapes and colors in the target language? • How can one recognize shapes related to one another? • How can one express color preferences? • How can one recognize some color words? • How can one recognize some shapes? • How can one count the sizes of some shapes?

Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recognize primary color words. • Identify shapes such as triangles, circles, square, and ovals. • List colors in the target language. • Match colors and shapes.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported

<p>authentic materials in the target language.</p>	<p>by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. 	

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
Visual and Performing Art	<ul style="list-style-type: none"> 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Unit Title	Days of the Week, Time, Weather and Climate
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will begin to recognize the days of the week and time of day.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How to recognize the days of the week in the target language. How to tell time in the target language. How can one write the months? How can one write the seasons?

Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recite the days of the week in the target language. • Recite the months in the target language. • Demonstrate how to recognize the days of the week and time when heard. • Describe the weather in the target language. • Illustrate the four seasons in the target language. • Identify orally different weather and climate conditions. • Discuss the climate and any changes in a country where the target language is spoken. (Climate Change)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
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NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p>

	<p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
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Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
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 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.

D. Provide a reaction to the experiences or events.

- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- E. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Health & PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Science	<ul style="list-style-type: none"> K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Unit Title	Animals and Pets
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will be able to identify animals in the target language. Also, students will work on using simple vocabulary from the color unit.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can we talk about animals we see in pictures? How can we recognize the colors we see in pictures of animals? How can we ask questions about what we are learning? How can one recognize the sounds of an animal? What are some of the sounds animals make?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> Identify farm animals by looking at pictures Demonstrate knowledge of animal vocabulary and their sounds. Develop initial vocabulary by using picture word association Recognize animals by using pictures. Describe farm animals by color and size Career Exploration – Students will examine career working with animals.
Assessment Evidence	

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
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	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

	7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	

NJSLS Performance Expectations

Progress Indicator

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- G. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- H. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Science

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Unit Title	Parts of the Body
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn parts of the body. Each grade level will review different parts of the body such as face, arms/legs, hands/fingers, feet/toes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name parts of their body in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify parts of the body in the target language. (Hands, feet, finger, toes, shoulder, knees). Parts of the body (head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	

NJ 2020 SLS: World Languages

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>

	<p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural</p>	

understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts


NJSLS Performance Expectations

Progress Indicator

Reading

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Writing

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.

C. Use transitional words to manage the sequence of events.

D. Provide a reaction to the experiences or events.

- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking & Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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Language

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking

	<ul style="list-style-type: none"> • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Science	<ul style="list-style-type: none"> • 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Health/PE	<ul style="list-style-type: none"> • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. • 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p>Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
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ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length

- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 2

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introducing Oneself: Greetings and Farewells	4 Weeks	Proficiency level is Novice Low
Expressions of courtesy and feelings	5 Weeks	Proficiency level is Novice Low
Colors & Shapes	8 Weeks	Proficiency level is Novice Low
Numbers 1-10	5 Weeks	Proficiency level is Novice Low
Days of the Week, Time, Weather, and Climate	4 Weeks	Proficiency level is Novice Low.
Animal/Pets	5 Weeks	Proficiency level is Novice Low
Parts of the Body	5 Weeks	Proficiency level is Novice Low

Unit Title	Introducing Oneself: Greetings and Farewells
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit students will learn simple greetings, farewells, and other pleasantries.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Understanding how people greet each other in the target language. • Why are there differences between saying hello and goodbye to our friends, my teachers, and other adults. • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet and leave people in a polite way. • Greetings/Farewells (Hello/Good morning/Good afternoon/Good evening/Goodbye) • Understand how to use authentic expressions in the target language to greet people • Understand when someone greets you. • Demonstrate ability to say hello and goodbye to someone my age or younger. • Say hello and goodbye to my teacher, professor, or supervisor. • Introduce myself to others. • Ask others what their name is. • State my name and ask someone's name. • Explain the importance of studying another language.

- Understand how to use authentic expressions in the target language to greet people
- Express their name and ask a classmate what their name using think-pair-share
- Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)
- Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Equipment Needed:	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website.
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported

<p>authentic materials in the target language.</p>	<p>by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

	<p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
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<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	

World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicators	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . • RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. • RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). • RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. 	
<i>Writing</i>	
<ul style="list-style-type: none"> • W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. • W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. 	
<i>Speaking & Listening</i>	

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.3c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.IML:4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Social Studies	<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p>
Health/PE	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Expression of Courtesy & Feeling
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>The unit is designed to provide students with simple phrases and vocabulary to express feelings and polite courtesies.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do I express my age and ask others? • How do I greet my intended audience? • How do I describe myself, family members, and other nouns? • How do I express how I feel? • How can I express positive emotion?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to

	communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Express my age and ask others for their age. • Greet people appropriately. • Use vocabulary to form a simple sentence about how I am feeling, describe myself, and my family. • Express how students are feeling and ask a classmate how they are feeling • Express emotions/feelings (happy, sad, good, bad, excited, scared, surprised, angry, tired)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation

<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p>

	<p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Writing

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Speaking & Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.3c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Health & PE	<ul style="list-style-type: none"> • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Unit Title	Numbers
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn numbers in the target language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How are numbers important in today's world? • How can one count from 0-50 and by tens to 50 in the target language? • How can one add and subtract in the target language? • How can one state their phone number? • How can one use numbers to state their address?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to

	communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify numbers 0-50 orally and in written form. • Count by 10s to 50 in the target language. • Count from 0-50 in the target language. • Demonstrate knowledge of numbers by doing math problems in the target language (addition/subtraction) • Identify numbers 0-50 out of sequence • State my address and phone number
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation

Interpretive Mode of Communication

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

	<p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Writing

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Speaking & Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time

about the topics and texts under discussion).

- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.3c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Math

- 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Unit Title	Colors and Shapes
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn basic colors and shapes. This unit builds upon the fundamental vocabulary when learning a new language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name shapes and colors in the target language? • How can one recognize shapes related to one another? • How can one express color preferences? • How can one recognize some color words? • How can one recognize some shapes? • How can one count the sizes of some shapes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recognize primary color words. • Identify shapes such as triangles, circles, square, and ovals. • List colors in the target language. • Match colors and shapes.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

	<p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons

- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
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- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Writing

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Speaking & Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.3c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

<ul style="list-style-type: none"> L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Math	<ul style="list-style-type: none"> 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Visual and Performing Art	<ul style="list-style-type: none"> 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Unit Title	Days of the Week, Time, Weather and Climate
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will begin to recognize the days of the week and time of day.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How to recognize the days of the week in the target language. • How to tell time in the target language. • How can one write the months? • How can one write the seasons?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recite the days of the week in the target language. • Recite the months in the target language. • Demonstrate how to recognize the days of the week and time when heard. • Describe the weather in the target language. • Illustrate the four seasons in the target language. • Identify orally different weather and climate conditions. • Discuss the climate and any changes in a country where the target language is spoken.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	

Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>

	<p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p>World Language Practices</p>	

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
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Writing

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Speaking & Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.3c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none">• Critical thinking• Collaboration and Teamwork• Problem Solving
Discipline	Interdisciplinary NJSL Performance Expectations (By the end of 8th Grade)

Health & PE	<ul style="list-style-type: none"> 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Science	<ul style="list-style-type: none"> K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Unit Title	Animals and Pets
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will be able to identify animals in the target language. Also, students will work on using simple vocabulary from the color unit.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can we talk about animals we see in pictures? How can we recognize the colors we see in pictures of animals? How can we ask questions about what we are learning? How can one recognize the sounds of an animal? What are some of the sounds animals make?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> Identify farm animals by looking at pictures Demonstrate knowledge of animal vocabulary and their sounds. Develop initial vocabulary by using picture word association Recognize animals by using pictures. Describe farm animals by color and size
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

	7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentational Mode of Communication</i>	

<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2023 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
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- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Writing

- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Speaking & Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Science	<ul style="list-style-type: none"> 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
Social Studies	<ul style="list-style-type: none"> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Unit Title	Parts of the Body
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn parts of the body. Each grade level will review different parts of the body such as face, arms/legs, hands/fingers, feet/toes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can one name parts of their body in the target language?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world.
Learning Outcomes	

- Identify parts of the body in the target language. (Hands, feet, finger, toes, shoulder, knees). Parts of the body (head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms)
- Career Exploration – Students will look at different careers in Italy.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
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NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p align="center">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p align="center">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p align="center">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p align="center">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p align="center">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p align="center">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.

- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects

- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.

- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 3

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
All About Me	4 Weeks	Proficiency level is Novice Mid
School Days	4 Weeks	Proficiency level is Novice Mid
Home Sweet Home	4 Weeks	Proficiency level is Novice Mid
Food, Glorious Food	4 Weeks	Proficiency level is Novice Mid
Celebrations	4 Weeks	Proficiency level is Novice Mid.

Unit Title	All About Me
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to the vocabulary related to describing themselves. Here, students will begin to discuss their names, age (birthday), how they are, and where they live, etc.. After students demonstrate a grasp of the aforementioned, they will begin learning and talking about the people with whom they live. Here, descriptive adjectives will be presented to the students; at this juncture, students should be able to describe themselves and others (family). Introductions and small talks will be introduced for students to understand context and content.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the similarities or differences of these cultures compared to yours? • How can you describe someone in a new language? • What are the attributes you can name when describing someone? • How can I gather and exchange information about myself and other in culturally acceptable ways with limited communication abilities? • How do I convey personal information courteously?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Greet friends and new acquaintances. • Introduce themselves and others. • Understand simple introductions and respond appropriately. • Demonstrate comprehension of polite expressions. • Imitate ways in which people introduce each other. • Ask classmates how they are and respond the same when asked. • Distinguish between formal and informal structures in the language when speaking to adults, family members, and peers.

- Implement culturally appropriate ways to get someone’s attention.
- Students will become more globally aware by understanding how their daily life relates to different.
- Students will learn vocabulary pertaining to greetings and farewells.
- Students will learn common expressions of introducing oneself by name.
- Students will know vocabulary, expressions, and question structures pertaining to asking and responding to questions about one’s state of being.
- Students will learn acceptable ways to address people in a formal and informal manner.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	

Resources: Digital and Print	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and,</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>

<p>therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Writing

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Speaking & Listening

- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title

School Days

Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can you describe things in your classroom/community using another language? • What types of things that are found in your classroom/school can you name? • What are the differences between a classroom/school in the US and other target language countries? • What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Label and match school subjects. • Answer yes/no questions pertaining to school subjects within a typical school schedule. • Express which classes/subjects they like and/or dislike. • Express time vocabulary. • Tell and ask what time it is currently. • State at what time a class is on a school schedule. • Tell someone what classes they take and when. • Write out their current school schedule. • Explain their school schedule to someone else. • Compare and contrast a typical American schedule to one from a country of the target language. • Ask and respond to questions regarding school subjects and scheduling.

- Answer questions based on a conversation that they hear or read about someone's school schedule.
- Listen to/read and identify common school-related and everyday activities.
- Explain different modes of transportation.
- Describe how they get to school from home
- Basic vocabulary for school subjects.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	

NJ 2020 SLS: World Languages

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<i>Presentational Mode of Communication</i>	

<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2023 SLS: English Language Arts</p>	

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Writing

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Speaking & Listening

- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)
Health/PE	<ul style="list-style-type: none"> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Home Sweet Home
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to basic fundamentals of learning a new foreign language. The unit will focus on family vocabulary, adjectives (to describe people and home), infinitives (to describe activities in home), and other related vocabulary.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do you describe a home in another language? • What kinds of things do you find in homes? • What kinds of traditions or practice can you describe?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Introduce themselves and family members. • Talk about the age of family. • Talk about and describe family members. • Talk about their home. • Describe the favorite room in the home and substantiate their reasoning with activities and family. • Describe how they would get home from a location.
Assessment Evidence	
Formative	<p>Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)</p>
Summative	<p>Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.</p>
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p>

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>

<p>and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate

- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Writing

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Speaking & Listening

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Food Glorious Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to different food and cultures that make up the world.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What food can you describe using another language? • What are some important cultural connections do certain foods have? • How have foods changed from one culture to another. • How is food different in the US rather than a Spanish speaking country?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Describe different types of food and drink. • How to make cultural foods. • Describe why they like certain foods. • Connect what food means to a culture.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.

Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	

<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>

combining and recombining learned language.	
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. • RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 	

Writing

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Speaking & Listening

- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
Science	<ul style="list-style-type: none"> • 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

Unit Title	Celebrations
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to different holidays and their celebrations. The goal is to continue to have students expand their horizons and knowledge of other cultures.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of a celebration? • What words can you use to describe a celebration in another language? • How do celebrations vary across cultures?

	<ul style="list-style-type: none"> • How are Spanish Cultural celebrations different /same as celebration in the US?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Vocabulary pertaining to expressing opinions (likes and dislikes). • Vocabulary pertaining to time, scheduling and activities.

- How cultures differ in celebrations
- Invite someone to a celebration.
- Describe what will take place during a celebration.
- How celebrations differ between cultures.
- Identify key celebrations between countries.
- Identify foods and celebrations supplies that might be used.
- Career Exploration – examine careers that help create feasts and celebrations

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretive, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
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<p>responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>World Language Practices</p>	
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can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Writing

- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

Speaking & Listening

- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline	Interdisciplinary NJSL Performance Expectations (By the end of 5th Grade)
Health/PE	<ul style="list-style-type: none"> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p>Time/General</p> <ul style="list-style-type: none"> Allow extra time Repeat and clarify directions Provide breaks in between tasks Have student verbalize directions Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> Provide extra response time Have student verbalize steps Repeat directions Provide small group instruction Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> Provide reading material on student's level Have student underline important points Assist student on how to use context clues to identify words/phrases Ensure short manageable tasks
<p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> Provide extended time Provide study guides Limit number of responses 	<p>Behavior/Attention</p> <ul style="list-style-type: none"> Establish classroom rules Write a contract with the student specifying expected behaviors Provide preferential seating Re-focus student as needed 	<p>Organization</p> <ul style="list-style-type: none"> Monitor the student and provide reinforcement of directions Verify the accurateness of homework assignments Display a written agenda

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Reinforce student for staying on task | |
|--|---|--|

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 4

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
All About Me	4 Weeks	Proficiency level is Novice Mid
School Days	4 Weeks	Proficiency level is Novice Mid
Home Sweet Home	4 Weeks	Proficiency level is Novice Mid
Food, Glorious Food	4 Weeks	Proficiency level is Novice Mid
Celebrations	4 Weeks	Proficiency level is Novice Mid

Unit Title	All About Me
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to the vocabulary related to describing themselves. Here, students will begin to discuss their names, age (birthday), how they are, and where they live, etc.. After students demonstrate a grasp of the aforementioned, they will begin learning and talking about the people with whom they live. Here, descriptive adjectives will be presented to the students; at this juncture, students should be able to describe themselves and others (family). Introductions and small talks will be introduced for students to understand context and content.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the similarities or differences of these cultures compared to yours? • How can I express things I like – favorite color? Animals? • How can you describe someone in a new language? • What are the attributes you can name when describing someone? • How can I gather and exchange information about myself and other in culturally acceptable ways with limited communication abilities? • How do I convey personal information courteously?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Greet friends and new acquaintances. • Introduce themselves and others. • Understand simple introductions and respond appropriately. • Demonstrate comprehension of polite expressions. • Imitate ways in which people introduce each other. • Ask classmates how they are and respond the same when asked. • Distinguish between formal and informal structures in the language when speaking to adults, family members, and peers. • Implement culturally appropriate ways to get someone’s attention.

- Students will become more globally aware by understanding how their daily life relates to different.
- Students will learn vocabulary pertaining to greetings and farewells.
- Students will learn common expressions of introducing oneself by name.
- Students will know vocabulary, expressions, and question structures pertaining to asking and responding to questions about one's state of being.
- Students will learn acceptable ways to address people in a formal and informal manner.
- Present orally All About Me (include name, age, where you live, favorite color, favorite animal, how you feel)

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	

Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. ● 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. ● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. ● 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. ● 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. ● 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational Mode of Communication

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices

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World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Form irregular verbs; form and use progressive tenses.
 - Form and use possessive nouns and pronouns.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies	<ul style="list-style-type: none"> 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
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Unit Title	School Days
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can you describe things in your classroom/community using another language? What types of things that are found in your classroom/school can you name? What are the differences between a classroom/school in the US and other target language countries? What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> Label and match school subjects. Answer yes/no questions pertaining to school subjects within a typical school schedule. Express which classes/subjects they like and/or dislike. Express time vocabulary. Tell and ask what time it is currently. State at what time a class is on a school schedule. Tell someone what classes they take and when.

- Write out their current school schedule.
- Explain their school schedule to someone else.
- Compare and contrast a typical American schedule to one from a country of the target language.
- Ask and respond to questions regarding school subjects and scheduling.
- Answer questions based on a conversation that they hear or read about someone's school schedule.
- Listen to/read and identify common school-related and everyday activities.
- Explain different modes of transportation.
- Describe how they get to school from home
- Basic vocabulary for school subjects.
- Career Exploration – Students will examine careers in education/schools in a Spanish speaking country.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>

<p>people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<i>Language</i>	
<ul style="list-style-type: none"> • L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: <ul style="list-style-type: none"> • Form irregular verbs; form and use progressive tenses. • Form and use possessive nouns and pronouns. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> • 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE	<ul style="list-style-type: none"> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Home Sweet Home
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to basic fundamentals of learning a new foreign language. The unit will focus on family vocabulary, adjectives (to describe people and home), infinitives (to describe activities in home), and other related vocabulary.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How does my family life reflect my culture? How are my home and family life similar to those of kids my age? How do you describe a home in another language? What kinds of things do you find in homes? What kinds of traditions or practice can you describe?
Enduring Understandings	<ul style="list-style-type: none"> Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> Identify and describe family members Identify and describe rooms of the house Introduce themselves and family members. Talk about the age of family. Talk about and describe family members. Talk about their home.

- Describe the favorite room in the home and substantiate their reasoning with activities and family.
- Describe how they would get home from a location.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>

<p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text. 	

- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Form irregular verbs; form and use progressive tenses.
- Form and use possessive nouns and pronouns.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Food Glorious Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to different food and cultures that make up the world.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • What food can you describe using another language? • What are some important cultural connections do certain foods have? • How have foods changed from one culture to another. • How is food different in the US rather than a Spanish speaking country?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Discuss who the impact of agricultural practices can affect the climate of a region. • Describe different types of food and drink.

- How to make cultural foods.
- Describe why they like certain foods.
- Connect what food means to a culture.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>

<p>and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Form irregular verbs; form and use progressive tenses.
 - Form and use possessive nouns and pronouns.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
Science	<ul style="list-style-type: none"> • 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Unit Title	Celebrations
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to different holidays and their celebrations. The goal is to continue to have students expand their horizons and knowledge of other cultures.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of a celebration? • What words can you use to describe a celebration in another language? • How do celebrations vary across cultures? • How are Spanish Cultural celebrations different /same as celebration in the US?

Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Vocabulary pertaining to expressing opinions (likes and dislikes). • Vocabulary pertaining to time, scheduling and activities. • How cultures differ in celebrations • Invite someone to a celebration. • Describe what will take place during a celebration. • How celebrations differ between cultures. • Identify key celebrations between countries. • Identify foods and celebrations supplies that might be used.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
Resources: Digital and Print	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
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World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons

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NJ: 2023 SLS: English Language Arts

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2020 SLS: Computer Science & Design Thinking

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2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

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- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE	<ul style="list-style-type: none"> • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p>Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p>Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed 	<p>Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Reinforce student for staying on task | |
|--|---|--|

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 5

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
All About Me	4 Weeks	Proficiency level is Novice Mid
School Days	4 Weeks	Proficiency level is Novice Mid
Home Sweet Home	4 Weeks	Proficiency level is Novice Mid
Food, Glorious Food	4 Weeks	Proficiency level is Novice Mid
Celebrations	4 Weeks	Proficiency level is Novice Mid.

Unit Title	All About Me
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to the vocabulary related to describing themselves. Here, students will begin to discuss their names, age (birthday), how they are, and where they live, etc.. After students demonstrate a grasp of the aforementioned, they will begin learning and talking about the people with whom they live. Here, descriptive adjectives will be presented to the students; at this juncture, students should be able to describe themselves and others (family). Introductions and small talks will be introduced for students to understand context and content.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the similarities or differences of these cultures compared to yours? • How are personal interests influenced by culture? • How is life in the United States different from life in a Spanish-speaking country? • How do I express my favorite pastimes? • How can I express things I like – favorite color? Animals? • How can you describe someone in a new language? • What are the attributes you can name when describing someone? • How can I gather and exchange information about myself and other in culturally acceptable ways with limited communication abilities? • How do I convey personal information courteously?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Express your favorite pastimes and other leisure activities. • Compare and contrast the activities they enjoy with their classmates • Greet friends and new acquaintances. • Introduce themselves and others.

- Understand simple introductions and respond appropriately.
- Demonstrate comprehension of polite expressions.
- Imitate ways in which people introduce each other.
- Ask classmates how they are and respond the same when asked.
- Distinguish between formal and informal structures in the language when speaking to adults, family members, and peers.
- Implement culturally appropriate ways to get someone’s attention.
- Students will become more globally aware by understanding how their daily life relates to different.
- Students will learn vocabulary pertaining to greetings and farewells.
- Students will learn common expressions of introducing oneself by name.
- Students will know vocabulary, expressions, and question structures pertaining to asking and responding to questions about one’s state of being.
- Students will learn acceptable ways to address people in a formal and informal manner.
- Present orally All About Me (include name, age, where you live, favorite color, favorite animal, how you feel)
- Career Exploration – Students will research a career they are interested and use the future tense.

Assessment Evidence

Formative

Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
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- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	School Days
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How can you describe things in your classroom/community using another language? • What types of things that are found in your classroom/school can you name? • What are the differences between a classroom/school in the US and other target language countries? • What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Recognize and state times of meals, activities, and other daily routines • Organize ideas to extend language beyond simple sentences by sequencing short stories • Construct basic narrated sequences using memorized target language • Label and match school subjects. • Answer yes/no questions pertaining to school subjects within a typical school schedule. • Express which classes/subjects they like and/or dislike. • Express time vocabulary. • Tell and ask what time it is currently. • State at what time a class is on a school schedule. • Tell someone what classes they take and when. • Write out their current school schedule. • Explain their school schedule to someone else. • Compare and contrast a typical American schedule to one from a country of the target language. • Ask and respond to questions regarding school subjects and scheduling. • Answer questions based on a conversation that they hear or read about someone's school schedule. • Listen to/read and identify common school-related and everyday activities. • Explain different modes of transportation.

- Describe how they get to school from home
- Basic vocabulary for school subjects.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>

<p>or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Home Sweet Home
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to basic fundamentals of learning a new foreign language. The unit will focus on family vocabulary, adjectives (to describe people and home), infinitives (to describe activities in home), and other related vocabulary.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How does my family life reflect my culture? • How are my home and family life similar to those of kids my age? • How do you describe a home in another language? • What kinds of things do you find in homes? • What kinds of traditions or practice can you describe?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Talk about the activities that they and their families like/dislike doing in various rooms of the house. • Recognize and state times of meals, activities, and other daily routines • Identify and describe family members • Identify and describe rooms of the house • Introduce themselves and family members. • Talk about the age of family. • Talk about and describe family members. • Talk about their home. • Describe the favorite room in the home and substantiate their reasoning with activities and family. • Describe how they would get home from a location.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.

	Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

<p>word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). 	

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit Title	Food Glorious Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to expose students to different food and cultures that make up the world.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How are eating habits different in the United States and in Spanish-speaking countries? • What food can you describe using another language? • What are some important cultural connections do certain foods have? • How have foods changed from one culture to another. • How is food different in the US rather than Spanish-Speaking countries?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Discuss how agricultural practices impact the climate. • Describe different types of food and drink.

- Talk about food and beverages for breakfast, lunch, and dinner
- Talk about likes and dislikes
- How to make cultural foods.
- Describe why they like certain foods.
- Connect what food means to a culture.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency.

	Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the	7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

<p>negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Science

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

Unit Title

Celebrations

Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will be introduced to different holidays and their celebrations. The goal is to continue to have students expand their horizons and knowledge of other cultures.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the characteristics of a celebration? • What words can you use to describe a celebration in another language? • How do celebrations vary across cultures? • How are Spanish Cultural celebrations different /same as celebration in the US?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.
Learning Outcomes	<ul style="list-style-type: none"> • Vocabulary pertaining to expressing opinions (likes and dislikes). • Vocabulary pertaining to time, scheduling and activities. • How cultures differ in celebrations • Invite someone to a celebration. • Describe what will take place during a celebration. • How celebrations differ between cultures. • Identify key celebrations between countries. • Identify foods and celebrations supplies that might be used.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

	7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<i>Presentational Mode of Communication</i>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

<p>can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2023 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	
<ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). 	

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. 		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 6

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Review of Previous Topics and Content	2 Weeks	Proficiency Level is Novice High
Animals	2 Weeks	Proficiency Level is Novice High
Spanish countries' Physical Geography & Climate/Weather	4 Weeks	Proficiency Level is Novice High
The Classroom Routine and Commands	4 Weeks	Proficiency Level is Novice High
Spanish Culture: Food & Meals	4 Weeks	Proficiency Level is Novice High
Spanish Culture: Celebrations, Traditions, Music, Art	4 Weeks	Proficiency Level is Novice High

Unit Title	Review of Topics and Previous Course Work
Unit Duration	2 Weeks
Unit Summary & Rationale	<i>This unit is designed to assess the background knowledge students have gained thus far in Spanish. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet individuals both formally and informally. • Count in Spanish from 0-50. • Be able to tell time. • Identify shapes and colors.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages,	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

<p>phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs.</p> <p>Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Unit Title	Animals
Unit Duration	2 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn and study about different types of animals found in different Spanish speaking countries.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> What are different types of animals found in Spanish speaking countries? Does each Spanish speaking country have different animals? Why do humans have pets?
Enduring Understandings	<ul style="list-style-type: none"> Learning a language connects us to the larger world.

Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to identify different types of animals in Spanish. • Students will use adjectives to describe animals (Example – the large brown cat)
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Assessment Evidence	
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Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
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Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
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Content & Interdisciplinary Standards	
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NJ 2020 SLS: World Languages	
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Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p>

<p>independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. • RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). • RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. • RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. • RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. 	

- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

<i>Language</i>	
<ul style="list-style-type: none"> • L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Visual and Performing Art	<ul style="list-style-type: none"> 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
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Unit Title	Physical Geography & Climate/Weather
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will explore the physical geography of Spanish speaking countries, including their climate and weather. Throughout the unit, students will examine a variety of maps to highlight the physical features of Spanish speaking countries and make comparisons to the geography of the United States.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How does the geography of a Spanish speaking country differ from the United States? How is it similar? How does the region where a person lives in a Spanish speaking country influence their way of life? Does it also have the same impact in the US?
Enduring Understandings	<ul style="list-style-type: none"> A country's geography directly influences the culture and communication patterns of the people living there. Spanish speaking people may have different views/lifestyles depending on which region of where they come from. Learning about a group's differences allows us to better understand the world in which we live in.
Learning Outcomes	<ul style="list-style-type: none"> Compare and contrast the different zones and regions of a Spanish speaking country and explain how they impact their residents' opinions and lifestyles, orally and in writing. Have a discussion in Spanish by asking and answering questions about Spanish and American cultures and people, using interrogatives and demonstratives. Describe the climate and weather of a Spanish speaking country in the target language. Read and summarize various texts from culturally authentic materials in Spanish and have a discussion about the similarities and differences in Spanish and American cultures. Research a Spanish speaking country. Identify and exchange information about famous landmarks located in different parts of a Spanish speaking country.

- Read and label a map of Spanish speaking country using the names of important seas, countries, volcanoes, mountains, rivers, lakes, zones, regions, capitals, cities and islands that are in or around that country.
- Use the present tense to ask and answer questions orally and in writing about the following cultural comparisons: the US & a Spanish speaking country's geography, their people and their customs and traditions
- Climate Change – Examine how the climate has changed in a Spanish speaking country.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>

<p>and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

<p>preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2023 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	
<ul style="list-style-type: none"> • RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. • RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). 	

- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
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- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

<i>Language</i>	
<ul style="list-style-type: none"> • L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Science	<ul style="list-style-type: none"> • MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. • Show details. • MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.
Social Studies	<ul style="list-style-type: none"> • 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. • 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

Unit Title	The Classroom Routine and Commands
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will study classroom and school objects, schedule and simple commands used to communicate in a school setting.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do I express classroom objects? • How can I describe my classroom? • How can I express my classroom needs?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language and being able to communicate to others allows us to become more globally aware.
Learning Outcomes	<ul style="list-style-type: none"> • Make appropriate classroom requests and respond to commands.

- Be able to use simple adjectives to describe the classroom and common objects found in it.
- Communicate to others about the school schedule.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p>

<p>independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2023 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. • RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). • RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. • RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. • RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. 	

- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

<i>Language</i>	
<ul style="list-style-type: none"> L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health & Physical Education	<ul style="list-style-type: none"> 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.
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Unit Title	Spanish Culture: Food & Meals
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit students will learn about Spanish foods, meals, and they develop have a basic understanding of ordering food in a café/restaurant.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How do I read and comprehend various dialogues related to meal-taking? How do I order a meal in a restaurant? How do I make a request related to foods and drinks? How do I express satisfaction or dissatisfaction with the food? How is food different in regions prepared? How is food different in Spanish speaking countries than the United States?
Enduring Understandings	<ul style="list-style-type: none"> To better understand a culture, it is important to know their food and customs when in a restaurant.
Learning Outcomes	<ul style="list-style-type: none"> Students will learn types of food and how to order at a restaurant. Career Exploration – Students will learn about careers in the food industry relating to Spanish culture.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using

	digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	YouTube Kids, Computer, Internet, Duolingo, Word Reference,
Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website.
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

<p>comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs.</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrase.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using</p>	

language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Health/PE

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

Unit Title

Spanish Culture: Celebrations, Traditions, Music, Art

Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will study the culture of Spanish speakers and the country they live in. This includes famous works of art, music, as well as traditions and celebrations of the Spanish speaking people.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How will studying the customs, traditions and values of those that speak Spanish allow me to relate and better understand my own heritage? • How will my study of their cities assist in traveling to their countries?
Enduring Understandings	<ul style="list-style-type: none"> • Learning the language and culture of another people makes me a more global citizen.
Learning Outcomes	<ul style="list-style-type: none"> • Students will learn about different music, arts, and culture within foreign countries. • Students will make comparisons between cultures in regard to customs, traditions and values. • Identify famous monuments in a Spanish speaking country. • Investigate traditional foods and origins of a Spanish speaking country. • Analyze customs and traditions related to various Spanish holidays) • Identify famous works of art and music by Spanish artists. • Identify major holidays of Spanish speaking individuals.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)

Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

<p>highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

Writing

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language

- L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership**

Schools:

World Language

Grade 7

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Review of Previous Topics and Content	2 Weeks	Proficiency Level is Novice High
Animals & Wildlife	4 Weeks	Proficiency Level is Novice High
Preferences (I like/dislike) & Leisure Activities	4 Weeks	Proficiency Level is Novice High
Going to Work	5 Weeks	Proficiency Level is Novice High
Spanish Culture: Celebrations, Traditions, Music, Art, and Food	5 Weeks	Proficiency Level is Novice High

Unit Title	Review of Topics and Previous Course Work
Unit Duration	2 Weeks
Unit Summary & Rationale	<i>This unit is designed to assess the background knowledge students have gained thus far in Spanish. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations, classroom routines and commands.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet individuals both formally and informally. • Count in Spanish from 0-50. • Be able to tell time. • Identify shapes and colors. • Describe the physical geography of a Spanish speaking country. • Use simple commands and greetings in Spanish. • Identify and explain significant cultural icons in a Spanish speaking country's history.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify

	name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

<p>understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>

<p>basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Unit Title	Animals & Wildlife
Unit Duration	2 Weeks

Unit Summary & Rationale	<i>In this unit, students will learn and study about different types of animals found in a Spanish speaking country.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are different types of animals found in a Spanish speaking country? • Does each region of a Spanish speaking country have different animals? • Why do humans have pets? • How can I describe the natural habitats and wants/needs of different animals in Spanish? • Animals may have similarities or differences in their physical and personality traits & wants and needs based off of where they originate. • Animals may contribute and have an impact on the customs and traditions of cultures in the US and a Spanish speaking country.
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to identify different types of animals in Spanish. • Students will use adjectives to describe animals (Example – the large brown cat) • Describe animals in their natural habitat. • Identify body parts. • Recognize regular verbs and conjugation in present tense. • Students can describe the character and physical traits of animals to other people in another language.
Assessment Evidence	
Formative	<p>Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using</p>

	digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

<p>comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- RI.TS.7. including captions.
- RI.PP.7. their pos

- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
Unit Title	Preferences & Leisure Activities

Unit Duration	2 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn and study about different types of animals found on a Spanish speaking country.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do Spanish people spend their free time? • What sports do Spanish people prefer? • What do I like to do and not like to do in my free time? • Where and how can I go to participate in my favorite hobbies? • Do Spanish teenagers have the same hobbies as I do? • Can where a person lives influence his/her hobbies and pastimes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Students will investigate and communicate a variety of leisure activities. • Students can express their likes and dislikes • I can express my likes and dislikes, my favorite places and how to get there to other people in another language. • Spanish teenagers can have the same hobbies and pastimes as those of American teenagers Culture and geography influences what hobbies people like to do in their free time • Ask, obtain, and give the following information about themselves & other people orally and in writing: their likes/dislikes, how often they do them, their favorite places, how they get there & why • Present Tense Conjugations for regular verbs ending in: -ar, -er, or, -ir • Present Tense Conjugations for the following irregular verbs: -ar, -ir, -er • Idiomatic Expressions with Fare • Adverbs & Prepositions • Expressions
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.

	Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

<p>understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>

<p>familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>

World Language Practices

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World Language Practices

- Communicate
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- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

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- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- RI.TS.7. including captions.

- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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Speaking & Listening

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Language

- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Title	Going To Work
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will review different types of jobs and careers.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Do Spanish speaking people have the same jobs as we do? • Can where a person lives influence his/her job?
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Students will learn acceptable ways to address people in a formal and informal manner. • Students will learn vocabulary about occupations in a Spanish speaking country and around the world. • Career Exploration – Students will research popular careers in a Spanish speaking country.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p>

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. , YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p>

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<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs.</p> <p>Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection

- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Social Studies	6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Title	Spanish Culture: Celebrations, Traditions, Music, Art, and Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will study the culture of a Spanish speaking country. This includes famous works of art, music, food, as well as traditions and celebrations of the Spanish people.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How will studying the customs, traditions and values of a Spanish speaking country allow me to relate and better understand my own heritage? • Students will make comparisons between cultures in regard to customs, traditions and values. • Understanding other cultures creates cultural sensitivity and acceptance.
Enduring Understandings	<ul style="list-style-type: none"> • Learning the language and culture of another people makes me a more global citizen.
Learning Outcomes	<ul style="list-style-type: none"> • Students will learn about different music, arts, and culture within foreign countries. • Students will make comparisons between cultures in regard to customs, traditions and values. • Identify famous monuments in any Spanish speaking country. • Investigate traditional Spanish foods and origins. • Analyze customs and traditions related to various Spanish holidays • Identify famous works of art and music by Spanish artists. • Identify major holidays in a Spanish speaking country, and how their citizens celebrate them.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency.

	<p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	<p>Smartboard, Computers, PowerPoint, interactive apps and website. , YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p>

	<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs.</p> <p>Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

Writing

- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. 		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.



**Greenwich Stow
Creek Partnership
Schools:
World Language
Grade 8**

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Proficiency Level is Novice High</u>
Review of Previous Topics and Content	4 Weeks	Proficiency Level is Novice High
Home Sweet Home	4 Weeks	Proficiency Level is Novice High
Spanish History & Government	4 Weeks	Proficiency Level is Novice High
Parts of the Body	4 Weeks	Proficiency Level is Novice High
Spanish Culture: Celebrations, Traditions, Music, Art, and Food	4 Weeks	Proficiency Level is Novice High

Title	Review of Topics and Previous Course Work
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to assess the background knowledge students have gained thus far in Spanish. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations, classroom routines and commands.</i>

Unit Goals

Essential Questions	<ul style="list-style-type: none"> • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet individuals both formally and informally. • Count in Spanish from 0-50. • Be able to tell time. • Identify shapes and colors. • Describe the physical geography of a Spanish speaking country. • Use simple commands and greetings in Spanish. • Identify and explain significant cultural icons in a Spanish speaking country's history. • Review of Spanish speaking country's occupations. • Review of grammar points such as "I prefer". • Career Exploration – Students will examine careers which require knowledge of another language.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
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	Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

<p>sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>

<p>objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Writing

- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Discipline

Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)

- Social Studies

- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Title	Home Sweet Home
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to assess the background knowledge students have gained thus far in Spanish. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations, classroom routines and commands.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can I describe my house and chores in Spanish? • Are Spanish homes structured differently than American homes? Why or why not? • What are the similarities and differences between the responsibilities of Spanish & American teenagers in the home? How does culture and environment influence this?
Enduring Understandings	<ul style="list-style-type: none"> • I can communicate with other people by having a conversation about my home and responsibilities in Spanish. Spanish and American homes may be structured

	differently, depending on where they are located within the country. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify and use household objects, furniture and rooms to describe their houses. • Identify and use prepositions of place to tell where household objects are located within the home. • Recall and use definite articles to create articulated prepositions. • Have a conversation in Spanish with their classmates and other people by asking and answering questions about their homes and the responsibilities within their homes, such as chores. • Read and summarize various texts from culturally authentic materials in Spanish and have a discussion about the similarities and differences in the structures of Spanish & American homes. • Ask, obtain, and give the following information about themselves and other people orally and in writing: the structure of their homes, the objects within their homes, the household chores they do within their homes, where & why they live in a specific type of home

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency.

	Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. , YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

	7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

but often revert to words and phrases.	
<i>Presentational Mode of Communication</i>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
World Language Practices	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> ● Communicate ● Culture ● Connection ● Comparisons

- Community

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Writing

- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world

Title	Spanish History & Government
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit is designed to teach students about a Spanish speaking country's political system. Students will gain knowledge about how their government is structured, as well as its previous system of government.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> What is the structure of government? Who is the leader of that country? How does their structure of government compare to the government of the United States?
Enduring Understandings	<ul style="list-style-type: none"> People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others.

	Learning a language connects us to the larger world. Furthermore, the Romans provided much of the structure of our government.
Learning Outcomes	<ul style="list-style-type: none"> • Identify the structure of a Spanish Government. • Define province. • Explain how their system of governance works.

Assessment Evidence	
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Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning	
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Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
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Content & Interdisciplinary Standards	
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NJ 2020 SLS: World Languages	
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Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>

<p>sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

<p>preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2023 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	
<ul style="list-style-type: none"> • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	

- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
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- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Title	Parts of the Body
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>Students will learn parts of their body in Spanish and be able to effectively communicate which part of their body ails them to medical professional in Spanish.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How will I convey what ails me in an emergency situation in a Spanish speaking country? • How do I explain what part of my body ails me.
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Students will differentiate and communicate different parts of the body. • Students will investigate and communicate activities related to the human body. • Students will state what ails them using Spanish • Students will conjugate and implement the irregular verb “ir”(to go) and conjugate and implement verbs that end in “ir”; • Create sentences using parts of the body with “ir” and “ar” verbs; • Utilize the interpersonal communicative mode to determine what part of the body ails the characters in the textbook; and • engage in dialogues to express what part of the body hurts in the interpersonal and presentational communicative modes.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using

	digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, PowerPoint, interactive apps and website, YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

<p>comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs.</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>

<p>Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a</p>	

strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

- | | |
|--------------------------|--|
| World Language Practices | <ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community |
|--------------------------|--|

NJ: 2023 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Writing

- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2)

Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)
Health/PE	<ul style="list-style-type: none"> • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Unit Title	Spanish Culture: Celebrations, Traditions, Music, Art, and Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will study the culture of a Spanish speaking country. This includes famous works of art, music, food, as well as traditions and celebrations of the Spanish people.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What mode of transportation will I use when traveling through a Spanish speaking country? • What famous attractions will I visit while traveling in a Spanish speaking country? • How will studying the customs, traditions and values of a Spanish speaking country allow me to relate and better understand my own heritage? • Students will make comparisons between cultures in regard to customs, traditions and values. • Understanding other cultures creates cultural sensitivity and acceptance.
Enduring Understandings	<ul style="list-style-type: none"> • Learning the language and culture of another people makes me a more global citizen.
Learning Outcomes	<ul style="list-style-type: none"> • Students will investigate and communicate a variety of modes of transportation and locations in a city. • Students will learn about different music, arts, and culture within foreign countries. • Students will make comparisons between cultures in regard to customs, traditions and values. • Identify famous monuments in a Spanish speaking country.

- Investigate traditional Spanish foods and origins.
- Analyze customs and traditions related to various Spanish holidays
- Identify famous works of art and music by Spanish artists.
- Identify major holidays in a Spanish speaking country, and how their citizens celebrate them.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	Smartboard, Computers, PowerPoint, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand</p>	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>

<p>and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

<p>themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	<p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>
<p>World Language Practices</p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
<p>World Language Practices</p>	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
<p>NJ: 2016 SLS: English Language Arts</p>	
<p>NJSLS Performance Expectations</p>	
<p>Progress Indicator</p>	
<p><i>Reading</i></p>	
<ul style="list-style-type: none"> • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. • RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	

- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Writing

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)

Social Studies

- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.