

East Newark Public School
World Language Curriculum
Grade 2



Revised 2022

Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

The 2020 New Jersey Student Learning Standards in World Language:

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students. In addition, the knowledge and exposure that will come from learning a new language along with its culture will help develop students' acceptance of diverse citizens that reside in the East Newark community and

surrounding areas. It is the mission of the East Newark Public School District to academically prepare students for the 21st century but most importantly to promote well rounded citizens that will prosper in a world of unified acceptance amongst all cultures.

Course Description:

The students of East Newark Public School District will be exposed to Hispanic culture through an understanding of Spanish vocabulary. Spanish instruction at the elementary school level provides students with an exposure to thematically organized vocabulary, simple grammar structures, and cultural elements that serve as the foundation for more rigorous formal instruction at the middle and high school levels. Spanish lessons at the elementary school level are designed to afford students an opportunity to acquire confidence in speaking and writing simple Spanish words and phrases, and recognizing these words and phrases when they are spoken. Some lessons develop students' language skills in a recursive manner, as they provide cumulative reinforcement of previously introduced material. Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of Grade 5, students will have acquired a basic set of thematically-based vocabulary and idioms to discuss basic daily events, greet people, ask and respond to simple questions, identify school-based locations, and understand calendar and number words. The curriculum aims to engage students in authentic communication while developing their appreciation of a different cultural medium. Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices by using various audio and visual materials. Students will develop basic writing skills through different exercises and simple note taking that strengthen their ability to synthesize language and apply it in new contexts. Spanish instruction is aligned with the New Jersey Student Learning Standards.

Students completing a course of foreign language study at the East Newark Public School will demonstrate course-appropriate outcomes in the three basic modes of communication (NJ Department of Education, 2020):

- *Interpretive communication:* Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- *Interpersonal communication:* Students will interact and negotiate meaning in spoken, signed, or written conversations to share information, feelings, reactions, and opinions.
- *Presentational Communication:* Students will present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Course Modifications:

The teacher will determine with the assistance of general education teachers, interventionists, ESL teachers, teacher aides, and/or special education teachers, what modifications will be made for their students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating

- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Interdisciplinary Connections:

Students will be exposed to a learning environment and create projects that involve content from different subject areas, (math, science, social studies & ELA). Examples of the interdisciplinary connections are creating Art to represent a country, using numbers to craft a word problem in the targeted language, creating stories using newly acquired vocabulary, maintaining and presenting a journal of new learning in the targeted language. These artifacts will integrate other disciplines while fostering a transfer of learning and use of critical thinking skills.

Grades 2 Scope and Sequence:

Unit	Estimated Pacing
Greetings	15 days
Numbers 1-30	15 days
Days of the Week	15 days
Body Parts	15 days
Family	15 days
Colors	15 days

Content Area: World Languages (NJSLS-WL 7.1) Grades K - 12
Grade: 2

Dev. Date:
August 2022

Marking Period	Unit Title	Recommended Instructional Days
1	Greetings	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p>Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Performance Expectation:</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> ● 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. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words 	

	<p>and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	
<p>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? How does one respond to: "What's your name?" (Cómo te llamas?) and "How are you?" (Cómo estás?) How can we greet people? What are the greetings for the different times of the day? How can I introduce myself to someone? <p>Activity Description:</p> <ul style="list-style-type: none"> Greet each other in Spanish State their names in Spanish Respond to the greetings Sing along with the song "Buenos dias a ti" Ask and respond to the question "Como te llamas?" <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Intercultural Statement:</p>		
<p>In this unit of study, students will greet people according to the different times of the day. Students will state his/her name in Spanish and ask and respond to different questions.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Takes anecdotal notes of the students. Students repeat written introductory phrases (Me llamo etc). vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases. • Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner. 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advatage.com 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advatage.com 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advatage.com

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Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- DuoLingo

Other:

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**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com • Spanish KidsStuff Language Course www.spanishkidstuff.com • Abcya.com Language Course www.abcya.com/Spanish • Examine and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Search youtube.com in the target language using keywords related to the targeted theme. • Internet, television from around the world: In some cases the sites have short archived video clips that may be appropriate for some of the targeted themes. 	<ul style="list-style-type: none"> • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Extended time for revisions or opportunity to identify and develop areas of personal interest • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment 	<ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare • Integrated and small-group support • Provide visuals of vocabulary/language • Provide students with multiple literacy strategies • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences 	<ul style="list-style-type: none"> • Encourage students to explore concepts in-depth and encourage independent studies or investigations • Modeling or independent student led research

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<p>The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.</p>

	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.3: Use a variety of types of thinking to solve problems. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. 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).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams. 	

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Numbers 1-30	15 days

World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit
Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Performance Expectation: Interpersonal Mode <ul style="list-style-type: none">● 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.● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.● 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? How does one respond to: How old are you? (Cuántos años tienes?) How do I count to thirty in Spanish? How many are there?(Cuántos son?) How many days in the week?(Cuántos días hay en la semana? How many months in the year?(Cuántos meses hay en el año? <p>Activity Description:</p> <ul style="list-style-type: none"> Count from 1-30 Identify numbers 1-30 in sequence and out of sequence Answer the question “How old are you?” Listen for familiar words and watching the speaker for clues Relate spoken numbers to corresponding numbers objects Match numbers with words numbers
<p>Intercultural Statement:</p>		
<p>In this unit of study, students will count 1-30. Students will identify numbers 1-30 out of sequence. Show understanding of new vocabulary by responding to commands. Review classroom vocabulary in combination numbers and colors. Students will match Spanish words for numbers 1-30 with number cards.Relate spoken numbers to corresponding numbers of objects.</p>		<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Social and Emotional Learning:</p>	<p>Social and Emotional Learning:</p>	

<i>Competencies</i>		<i>Sub-Competencies</i>	
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<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Students use dry erase boards to write numbers 1-30 as the teacher says the number in Spanish. • Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What number is this? 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources

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Other:

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Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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SKILLS		diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.
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Marking Period	Unit Title	Recommended Instructional Days
2	Days of the Week	15 days

World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit
Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Performance Expectation: Interpersonal Mode <ul style="list-style-type: none">● 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.● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.● 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? What are the names of the days of the week? How does one respond to:What day is today? (“Qué día es hoy?) What day is tomorrow? (Qué día es mañana?) What day was yesterday?(Qué día fue ayer?) <p>Activity Description:</p> <ul style="list-style-type: none"> Learn the days of the week in Spanish Memorize the days of the week’s song. Sing along with the song “La Canción de los días de la Semana” (The days of the week’s Song).” Recall the days of the week in order. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Intercultural Statement:</p>		
<p>In this unit of study, students will learn and recall the days of week in Spanish. Students will sing and memorize the days of week’s song. Show understanding of new vocabulary by responding to commands.Students will be able to answer what day it is today? It’s....</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Takes anecdotal notes of the students. Students repeat written introductory phrases (Qué día es hoy? etc). vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases. • Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>

<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com • Spanish KidsStuff Language Course www.spanishkidstuff.com • Examine and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Search youtube.com in the target language using keywords related to the targeted theme. • Internet television from around the world: In some cases the sites have short archived video clips that may be appropriate for some of the targeted themes • 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com • Spanish KidsStuff Language Course www.spanishkidstuff.com • Examine and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Search youtube.com in the target language using keywords related to the targeted theme. • Internet television from around the world: In some cases the sites have short archived video clips that may be appropriate for some of the targeted themes 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com • Spanish KidsStuff Language Course www.spanishkidstuff.com • Examine and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Search youtube.com in the target language using keywords related to the targeted theme. • Internet television from around the world: In some cases the sites have short archived video clips that may be appropriate for some of the targeted themes 	<ul style="list-style-type: none"> • Muzzy, The BBC Language Course for children www.early-advantage.com • Spanish KidsStuff Language Course www.spanishkidstuff.com • Examine and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Search youtube.com in the target language using keywords related to the targeted theme. • Internet television from around the world: In some cases the sites have short archived video clips that may be appropriate for some of the targeted themes
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Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- DuoLingo

Other:

-

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY	Disciplinary Concept:		
	<i>Core Ideas:</i>	The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally	

SKILLS		diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems. ● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. ● 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).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams. 	

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
3	Body Parts	15 days

World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit
Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Performance Expectation: Interpersonal Mode <ul style="list-style-type: none">● 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.● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.● 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? How does one respond to: "Where is your head, shoulders, knees, and toes?" (¿Dónde está tu cabeza, hombros, rodillas y dedos?) What body part is this?(Qué parte del cuerpo es esta?) Can you touch...(body part)? (Puedes tocar tu...?) How can I follow commands involving the body parts? <p>Activity Description:</p> <ul style="list-style-type: none"> Identify basic body parts: head/cabeza, shoulders/ hombros. knees/rodillas, feet/pies, toes/dedos, eyes/ojos, ears/orejas, mouth/boca, nose/nariz. Identify parts of the face Write the names of the parts of the body and face in Spanish. Follow commands involving body parts. Respond to: Where is your Head/Shoulder/Knees/Toes? Sing along the song: "Head/Shoulder/Knees/Toes"
<p>Intercultural Statement:</p>		<p>Interdisciplinary Connections: Content: ;NJSLS#:</p>
<p>In this unit of study, students will verbally identify and name the parts of the body in Spanish. Students will write body parts in Spanish. Show understanding of new vocabulary by responding to commands involving the body parts. Review classroom vocabulary in combination of movement. Students will relate spoken body parts by touching their bodies. Students will identify basic body parts: head/cabeza, shoulders/ hombros. knees/rodillas, feet/pies, toes/dedos, eyes/ojos, ears/orejas, mouth/boca, nose/nariz.</p>		<p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
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<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Takes anecdotal notes of the students. Students repeat written introductory phrases (Qué parte del cuerpo es esta? etc), vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases. • Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>

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Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- DuoLingo

Other:

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Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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SKILLS		diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems. ● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. ● 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).
	Career Readiness, Life Literacies, & Key Skills Practices	
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Marking Period	Unit Title	Recommended Instructional Days
3	Family	15 days

World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit
Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Performance Expectation: Interpersonal Mode <ul style="list-style-type: none">● 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.● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.● 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? How does one respond to: "Who are the members of a family" How can I describe my family? What's different about my family? <p>Activity Description:</p> <ul style="list-style-type: none"> Identify immediate family members and friends father/ el papá, mother/la mamá, brother/el hermano, sister/la hermana, baby/ el bebé, grandfather/el abuelo,grandmother/la abuela, male friend/el amigo/female friend/la amiga,uncle/el tío,aunt /la tia Respond to Who is he/she? (Quién es él/ella?) Sing along with the song " La canción de la familia" Create a family tree <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Intercultural Statement:</p>		
<p>In this unit of study, students will identify the basic vocabulary associated with the family. Students will create a family tree and describe family members. Students will identify each member by writing their name.Show understanding of new vocabulary by responding to commands. Answering the question "Quién es? with "Es..."</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills 	<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Pursuance 	

<ul style="list-style-type: none"> Motivation 	<ul style="list-style-type: none"> Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Takes anecdotal notes of the students. Students repeat written introductory phrases (Quién es él/ella? etc). vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases. Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
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Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • SmartBoards • Chromebooks • IXL • DuoLingo <p>Other:</p> <ul style="list-style-type: none"> • 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<p>The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

		<ul style="list-style-type: none"> 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. 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).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams. 	

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Marking Period	Unit Title	Recommended Instructional Days
4	Colors	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p>Core Ideas: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>Performance Expectation:</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> ● 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. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words 	

	<p>and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	
<p>Practice:</p> <ul style="list-style-type: none"> Communicate Communities 	<p>Practice Description:</p> <p>Communicate</p> <ul style="list-style-type: none"> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <p>Communities</p> <ul style="list-style-type: none"> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How does one ask and answer questions in Spanish and provide information in the target language? How can I describe the different objects in the classroom using colors? How can I follow commands using the colors? What would this world be like without color? What would happen if the color disappear? <p>Activity Description:</p> <ul style="list-style-type: none"> Identify color in Spanish State the colors in Spanish. Respond to What is your favorite color? (Cuál es tu color favorito?) Sing along with the song “La Canción del Arco Iris(The Rainbow Song).” Ask and respond to the question: Qué color es? Point to objects in the classroom of particular colors.
<p>Intercultural Statement:</p>		
<p>In this unit of study, students will recall the names of the following colors: red/rojo, blue/azul, yellow/amarillo, pink/rosado, orange/anaranjado, black/negro, purple/morado and green/verde in Spanish . Students will verbally identify different objects of certain colors. Show understanding of new vocabulary by responding to commands. Review classroom vocabulary in combination words and colors. Students will relate spoken colors to corresponding objects.Express their favorite color in Spanish.</p>		<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.2.2.ITH.3: Identify how technology impacts or improves life.
<p>Social and Emotional Learning:</p>	<p>Social and Emotional Learning:</p>	

<i>Competencies</i>		<i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 		<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Takes anecdotal notes of the students. Students repeat written introductory phrases (Quién es él/ella? etc). vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases. • Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Common Formative Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
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Other:

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