

East Newark Public School
World Language Curriculum
Grade 3



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.

Grade 3 Scope and Sequence:

Unit	Estimated Pacing
Greetings and Farewells	15 days
Clothing	15 days
Family	15 days
Body Parts	15 days
Calendar	15 days

Marking Period	Unit Title	Recommended Instructional Days
1	Greetings and Farewells	15 days
<p>World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs - WL within Unit</p>
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>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 on the target language? How do you greet someone informally in Spanish? How do we use:(Buenos días, Buenas tardes and Buenas noches) throughout the day? How would you greet someone important like the President? When do we use informal greetings in Spanish? Which are the formal Spanish farewells? <p>Activity Description:</p> <ul style="list-style-type: none"> Greet each other in Spanish. (Hola, Buenos días/good morning, Buenas tardes/good afternoon, Buenas noches/good evening) State their names in Spanish. Use the formal greeting in Spanish properly, according to the time of the day. Differentiate between formal farewells and informal farewells using: Adiós(goodbye),Hasta luego (see you later), Hasta mañana(see you tomorrow), Hasta pronto(see you soon). Sing along with “Los Saludos”
<p>Intercultural Statement:</p>		<p>Interdisciplinary Connections: Content: ;NJSLS#:</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</p>		<ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

<p>respond to different questions. Students will be able to differentiate formal/informal greetings and farewells. Show the proper use of farewells.</p>		<ul style="list-style-type: none"> 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 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.
<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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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. Brief vocabulary assessment on greetings. Students will match greetings and farewell expressions to pictures. Students create their own Spanish greetings dialogue. Students create a chart to write greetings and farewell expressions. 		<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.

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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"> • 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
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • SmartBoards • Chromebooks • IXL 			

<ul style="list-style-type: none"> • DuoLingo <p>Other:</p> <ul style="list-style-type: none"> • 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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>Disciplinary Concept: Interpersonal Mode of Communication</p>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<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 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
1	Clothing	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>greeting others, during leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Comparisons 	<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>Comparisons</p> <ul style="list-style-type: none"> Develop insight into the nature of language and culture in order to interact with cultural competence. 	<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 items of clothing are you wearing? Can you name the clothing items you would wear on a cold day? Can you name the clothing items you would wear on a hot day? What do you wear in Fall, spring, summer and winter? <p>Activity Description:</p> <ul style="list-style-type: none"> Students will identify and name basic clothing items. Students will verbally list clothing items according to weather Students will respond to the question "What are you wearing?" in a complete sentence using Yo tengo puesto.... Students will be able to write clothing items <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
<p>Intercultural Statement:</p>		

<p>In this unit of study, students will identify, name and write basic clothing items. Review classroom vocabulary by responding to commands. Match names of clothing with their pictures. Recall and show understanding of vocabulary by describing a friend's outfit.</p>		<ul style="list-style-type: none"> 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 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.
<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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Takes anecdotal notes of the students. Brief vocabulary assessment on different clothing. Students will match clothing words to pictures. Students create a chart of different clothing they wear for each season. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Teacher made vocabulary quizzes Unit assessments District benchmark assessments
<p>Differentiated Student Access to Content:</p>		

Teaching and Learning Resources/Materials			
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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"> • 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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	<p>Disciplinary Concept: Interpersonal Mode of Communication</p>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<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 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. 	

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Marking Period	Unit Title	Recommended Instructional Days
2	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 NJSL-S - WL within Unit
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Comparisons 	<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>Comparisons</p> <ul style="list-style-type: none"> Develop insight into the nature of language and culture in order to interact with cultural competence. 	<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? Do you have brothers or sisters? ("Tienes hermanos") Who are the members of your family? Who are the members of a family? Who are the members in your family? <p>Activity Description:</p> <ul style="list-style-type: none"> Identify and name their immediate family members: father/ el papá, mother/la mamá, brother/el hermano, sister/la hermana, baby/ el bebé, grandfather/el abuelo, grandmother/la abuela. Students will be able to differentiate family member words by gender Answer the question "how many siblings do you have?" in a complete sentence beginning with "Yo tengo..." <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.2.5.ED.1: Explain the functions of a system and its subsystems.
<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>		<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 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.
<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>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Takes anecdotal notes of the students. Brief vocabulary assessment on family. Students will match family to pictures. Students create their own family tree and label. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Teacher made vocabulary quizzes Unit assessments District benchmark assessments
<p>Differentiated Student Access to Content:</p>		

Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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"> ● 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
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● SmartBoards ● Chromebooks ● IXL ● DuoLingo 			

<p>Other:</p> <ul style="list-style-type: none"> • 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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>Disciplinary Concept: Interpersonal Mode of Communication</p>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<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 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
2	Body Parts	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S - WL within Unit</p>
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Comparisons 	<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>Comparisons</p> <ul style="list-style-type: none"> Develop insight into the nature of language and culture in order to interact with cultural competence. 	<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 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? Identify basic body parts: head/cabeza, shoulders/ hombros. knees/rodillas, feet/pies,toes/dedos, eyes/ojos, ears/orejas, mouth/boca, nose/nariz,elbows/codos,hands.manos,legs/piernas, arms/brazos. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
<p>Intercultural Statement:</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>		<ul style="list-style-type: none"> ● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. ● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. ● 8.2.5.ED.1: Explain the functions of a system and its subsystems. ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. ● 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.
<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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Takes anecdotal notes of the students. Brief vocabulary assessment on body parts. Students will match body parts to pictures. ● Students create a body parts chart and label it. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Teacher made vocabulary quizzes ● Unit assessments

				<ul style="list-style-type: none"> District benchmark assessments 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials					
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources		
<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"> 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 		
Supplemental Resources					
Technology: <ul style="list-style-type: none"> SmartBoards 					

<ul style="list-style-type: none"> • Chromebooks • IXL • DuoLingo <p>Other:</p> <ul style="list-style-type: none"> • 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Interpersonal Mode of Communication	
	Core Ideas:	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.
	Performance Expectation/s:	<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	Food	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S - WL within Unit</p>
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Comparisons 	<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>Comparisons</p> <ul style="list-style-type: none"> Develop insight into the nature of language and culture in order to interact with cultural competence. 	<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: “Do you like...?”, “Do you like to eat...?”,). What is your favorite fruit or vegetable? What fruit or vegetable is this? <p>Activity Description:</p> <ul style="list-style-type: none"> Express likes and dislikes State fruit/vegetable names in Spanish. Respond to “Do you like...?” Sing along with the song: “What Fruit Do You Like?” “¿Qué fruta te gusta?” Ask and respond to the question: “What fruit/vegetable do you like to eat? I like to eat./Me gusta comer.../I dislike to eat.../No me gusta comer <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
<p>Intercultural Statement:</p>		

<p>In this unit of study, students will express likes and dislikes regarding food (fruits and vegetables). Students will integrate and associate colors by coloring fruits and vegetables. Students will answer the question: what's my favorite fruit or vegetable?. Recall the names of the different fruits and vegetables. Students will show understanding of new vocabulary by responding commands in Spanish.</p>		<ul style="list-style-type: none"> ● 8.2.5.ED.1: Explain the functions of a system and its subsystems. ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. ● 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.
<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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Takes anecdotal notes of the students. Brief vocabulary assessment on foods. Students will match different foods to pictures. ● Students create their own Spanish food dialogue. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Teacher made vocabulary quizzes ● Unit assessments ● District benchmark assessments

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
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<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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	<p>Disciplinary Concept: Interpersonal Mode of Communication</p>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<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 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
4	Calendar	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice Mid Mode of Communication: Interpersonal</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S - WL within Unit</p>
<p><i>Core Ideas:</i></p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p><i>Performance Expectation:</i></p> <p>Interpersonal Mode</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 	

	<p>leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> 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>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Comparisons 	<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>Comparisons</p> <ul style="list-style-type: none"> Develop insight into the nature of language and culture in order to interact with cultural competence. 	<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 months in Spanish are similar to the ones in English? What month is it now? What month is it next month? What month was last month? Which month is your birthday? <p>Activity Description:</p> <ul style="list-style-type: none"> Able to identify and name the months of the year: Recognize the spelling similarity between months in Spanish and months in English. Answer the question When is your birthday? By saying/writing Mi cumpleaños es en..... <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.2.5.ED.1: Explain the functions of a system and its subsystems.
<p>Intercultural Statement:</p>		

<p>In this unit of study, students will express likes and dislikes regarding food (fruits and vegetables). Students will integrate and associate colors by coloring fruits and vegetables. Students will answer the question: what's my favorite fruit or vegetable?. Recall the names of the different fruits and vegetables. Students will show understanding of new vocabulary by responding commands in Spanish.</p>		<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 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.
<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>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Takes anecdotal notes of the students. Brief vocabulary assessment on the months of the year. 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Teacher made vocabulary quizzes Unit assessments District benchmark assessments 	

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