

East Newark Public School
World Language Curriculum
Grade 6



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 6 Scope and Sequence:

Unit	Estimated Pacing
Bienvenidos	45 days
Amigos y Alumnos	45 days
Mi familia y mi casa	60 days

Marking Period	Unit Title	Recommended Instructional Days
1	Bienvenidos	15 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice High Mode of Communication: Interpersonal Mode</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p>Core Ideas:</p> <p>In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>	<p>Performance Expectation:</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> ● 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. ● 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. ● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. ● 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. ● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. ● 7.1.NH.IPERS.6: Using information from brief oral and written 	

	<p>messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>	
<p>Practice:</p> <ul style="list-style-type: none"> ● Communicate ● Communities ● Cultures 	<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>Cultures</p> <ul style="list-style-type: none"> ● Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What is the value of learning Spanish? 2. Why is it important for me to learn a language? 3. How are a culture’s attitudes, and beliefs reflected in its products and its life? 4. What countries speak Spanish? 5. What are cognates? 6. How do you greet each other differently than Spanish speakers? 7. How do I say my name in Spanish? 8. How do we greet and bid farewell in the US and abroad? 9. What information might you give at an introduction? 10. Do we show courtesy in the U.S/ abroad? 11. How are calendars different in English and Spanish? 12. What are the capitalization rules in Spanish? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Identify the benefits of studying another language and culture. ● Talk about new vocabulary through the recognition of cognates. ● Introduce themselves and say how are you and where are you from in Spanish. ● Use formal and informal greetings and greet people according to the time of day. ● Create a Spanish planner following the capitalization and weekday rules. ● Tell their age, phone number, date and seasons. ● Use courtesy expressions. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p>

Intercultural Statement:		
<p>In this unit of study, students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will be able to ask/answer questions about the time and the weather and express the day and date. It is desired that students feel comfortable with routine, repetitive phrases that are easily recognized without significant delay or thought.</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <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 	<ul style="list-style-type: none"> ● 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. ● 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. ● 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). ● 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

		<ul style="list-style-type: none"> ● 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. ● 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem. ● 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
<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 focusing on verbal or non-verbal indicators of comprehension while they are speaking. ● Students will expand introductory dialogue to encompass vocabulary. 	<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. ● Teacher made vocabulary quizzes ● Unit assessments ● District benchmark assessments 	
<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
<ul style="list-style-type: none"> ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Text ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Workbook ● 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 and 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"> ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Text ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Workbook ● 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 and 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"> ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Text ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Workbook ● 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 and 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"> ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Text ● Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Workbook ● 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 and 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"> • Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Text • Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde</i> (Green) Workbook • 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 and 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	
	<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"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. ● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. ● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. ● 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. ● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
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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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
1-2	Amigos y Alumnos	45 days
<p align="center">World Language Disciplinary Concept Proficiency Level: Novice High Mode of Communication: Interpersonal Mode</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p>Core Ideas:</p> <p>In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>	<p>Performance Expectation:</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> ● 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. ● 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. ● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. ● 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. ● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. ● 7.1.NH.IPERS.6: Using information from brief oral and written 	

	<p>messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>	
<p>Practice:</p> <ul style="list-style-type: none"> ● Communicate ● Communities ● Cultures 	<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>Cultures</p> <ul style="list-style-type: none"> ● Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How to identify a person or thing using el verbo ser(to be) singular and plural form? 2. What are you like ? 3. What characteristics best describe you? 4. Are there specific qualities that the ideal teacher, student, or parent should have? 5. Why are there masculine and feminine articles forms in Spanish? 6. Why are there masculine and feminine adjectives forms in Spanish? 7. How to change the nouns to plural forms? 8. How do schools in Spanish speaking countries differ from those in the US? 9. What questions words do you use to find information? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Identify subject pronouns in Spanish. ● Compare and contrast pronouns in English and Spanish. ● Analyze the usage of the subject pronoun “Vosotros” in Spanish. ● Conjugate the irregular verb SER. ● Compare and contrast your schools in the US and abroad. ● Talk about school subjects and supplies. ● Express their opinion about school subjects. ● Describe people and things. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p>

Intercultural Statement:		
<p>In this unit of study, students will be able to state and describe their friends and classmates. They will be able to describe them according to physical and personal attributes. Students will be able to use the articles in feminine and masculine form. Students will compare and contrast schools from the U.S and Spanish speaking countries. Students will identify and describe a person or a thing in singular and plural form.</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <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 	<ul style="list-style-type: none"> ● 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. ● 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. ● 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). ● 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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<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 focusing on verbal or non-verbal indicators of comprehension while they are speaking. Students will expand introductory dialogue to encompass vocabulary. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Summative Assessments:</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. Teacher made vocabulary quizzes Unit assessments District benchmark assessments 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>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>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde (Green) Text</i> Glencoe McGraw Hill 2004 <i>Cómo Te Va ?Verde (Green) Workbook</i> 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 and 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. 	<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"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

		<ul style="list-style-type: none"> ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. ● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. ● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. ● 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. ● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. ● 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
	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. 	

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
2-4	Mi familia y mi casa	60 days
<p>World Language Disciplinary Concept Proficiency Level: Novice High Mode of Communication: Interpersonal Mode</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p>
<p>Core Ideas:</p> <p>In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>	<p>Performance Expectation:</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 	

	<ul style="list-style-type: none"> 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. 	
<p>Practice:</p> <ul style="list-style-type: none"> Communicate Communities Cultures 	<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>Cultures</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> What is the difference between immediate and extended family? How are family names constructed? How are your different family members related to you? What characteristics best describe your family? How the houses in the U.S are different from the Spanish speaking countries? Where do you live in the city or suburban area? What will be your dream house? What do you like about your house? Which is your favorite room in your house? <p>Activity Description:</p> <ul style="list-style-type: none"> Compare and contrast the change of names in Spanish speaking countries. Tell ones age, name and relationship. Identify and describe various family members and pets. Create a family tree. Create a survey of five questions about classmates' families. Differentiate the possessive expressions mi, tu and nuestro.

	<p>the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> ● Conjugate the verbs ending in -er ● Compare and contrast the houses in the US and Spanish speaking countries. ● Describe different types of rooms in the house. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <ul style="list-style-type: none"> ● 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. ● 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. ● 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. ● 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. ● 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values. ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). ● 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
<p>Intercultural Statement:</p>		
<p>In this unit of study, Students will be able to state their how each member of their family is related to one another. They will be able to describe them according to physical and personal attributes. It is desired that students be able to express each family member and their relationship to one another. Students will be able to know the word for their pets and how to describe them. Students will be able to count from 31 to 100. Students will describe their home and compare with the houses from Spanish speaking countries. Students will be able to tell what they and others have.</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 	

	<ul style="list-style-type: none"> • Initiative • Resilience 	<ul style="list-style-type: none"> • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. • 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem. • 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital). 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> • Takes anecdotal notes of the students focusing on verbal or non-verbal indicators of comprehension while they are speaking. • Students will expand introductory dialogue to encompass vocabulary. 		<u>Benchmarks:</u> <ul style="list-style-type: none"> • Common Formative Assessment <u>Summative Assessments:</u> <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. • Teacher made vocabulary quizzes • Unit assessments • District benchmark assessments 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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