

**East Newark Public School**  
**World Language Curriculum**  
**Grades K-1**



Revised 2022

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**Equity Statement:**

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

**The 2020 New Jersey Student Learning Standards in World Language:**

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

**Vision:**

An education in world languages fosters a population that:

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

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

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

### **Course Description:**

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

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

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

### **Course Modifications:**

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

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

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

**Interdisciplinary Connections:**

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

**Grades K-1 Scope and Sequence:**

Unit	Estimated Pacing
Greetings	10 days
Numbers 1-10	10 days
Numbers 11-20	10 days
Colors	10 days
Body Parts	15 days
Family	15 days
Food	15 days

Content Area: World Languages (NJSLS-WL 7.1) Grades K - 12  
Grade: K-1

Dev. Date:  
August 2022

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Marking Period	Unit Title	Recommended Instructional Days
1	Greetings	10 days
<p><b>World Language Disciplinary Concept</b>  <b>Proficiency Level: Novice Low</b>  <b>Mode of Communication: Interpretive</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S - WL within Unit</b></p>
<p><i>Core Ideas:</i></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><i>Performance Expectation:</i></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	

<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Communities</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>How does one respond to: "What's your name?" (Como te llamas?) and "How are you?" (Como estas?)</li> <li>How can we greet people?</li> <li>Can I give the same greeting for the whole day?</li> <li>Can I use the same greeting for everybody?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Greet each other in Spanish</li> <li>State their names in Spanish</li> <li>Respond to the greetings</li> <li>Sing along with the song "Buenos dias a ti"</li> <li>Ask and respond to the question "Como te llamas?"</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<p><b>Intercultural Statement:</b></p>		
<p>In this unit of study, students will greet people according to the different times of the day. Students will state his/her name in Spanish and ask and respond to different questions.</p>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Awareness</li> <li>Internal Regulation</li> <li>Behavior Control</li> </ul>	

<ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Pursuance</li> <li>• Appreciating Social and Environment Diversity</li> <li>• Adaptive Behavior</li> <li>• Communication</li> <li>• Social Engagement</li> <li>• Constructive Thinking</li> <li>• Consequence Evaluation</li> <li>• Respect for Self and Others</li> <li>• Enthusiasm</li> <li>• Initiative</li> <li>• Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Takes anecdotal notes of the students.</li> <li>• Students use dry erase boards to write basic Spanish greetings. They also use the board to play various foreign language games such as “Hands up.”</li> <li>• Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: How are you?</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>



<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>SmartBoards</li> <li>Chromebooks</li> <li>IXL</li> <li>DuoLingo</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li></li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core</b>	<b>Alternate</b>	<b>ELL Core</b>	<b>Gifted &amp; Talented</b>

Resources	Core Resources <i>IEP/504/At-Risk/ESL</i>	Resources	Core
<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• Abcya.com Language Course www.abcya.com/Spanish</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare</li> <li>• Integrated and small-group support</li> <li>• Provide visuals of vocabulary/language</li> <li>• Provide students with multiple literacy strategies</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in-depth and encourage independent studies or investigations</li> <li>• Modeling or independent student led research</li> </ul>

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

	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Numbers 1-10	10 days
<p><b>World Language Disciplinary Concept</b>  <b>Proficiency Level: Novice Low</b>  <b>Mode of Communication: Interpretative</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</b></p>
<p><b>Core Ideas:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><b>Performance Expectation:</b></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	

<p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Communicate</li><li>• Communities</li></ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"><li>• Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li></ul> <p>Communities</p> <ul style="list-style-type: none"><li>• 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.</li></ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"><li>1. How does one ask and answer questions in Spanish and provide information in the target language?</li><li>2. How does one respond to: How old are you? (¿Cuántos años tienes?)</li><li>3. How do I count to ten in Spanish?</li><li>4. How many days in the week?( Cuántos días hay en la semana?</li><li>5. How many months in the year?(Cuántos meses hay en el año?</li></ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"><li>• Students will count from 0-10</li><li>• Students will identify numbers 0-10 in sequence and out of sequence</li><li>• Students will answer the question “How old are you?”</li><li>• Students will be able to Listen for familiar words and watching the speaker for clues</li><li>• Students will relate spoken numbers to corresponding numbers objects</li></ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"><li>• 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li><li>• 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li><li>• 8.1.2.NI.4: Explain why access to devices need to be secured.</li><li>• 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li><li>• 8.2.2.ITH.3: Identify how technology impacts or improves life.</li></ul>
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<b>Intercultural Statement:</b>		
<p>In this unit of study, students will count 1-10. Students will identify numbers 0-10 out of sequence. Show understanding of new vocabulary by responding to commands. Review classroom vocabulary in combination words and numbers. Students will relate spoken numbers to corresponding numbers objects.</p>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Takes anecdotal notes of the students.</li> <li>● Students use dry erase boards to write numbers 1-10 as the teacher says the number in Spanish.</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b>Summative Assessments:</b></p>

<ul style="list-style-type: none"> <li>Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What number is this?</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>
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**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"> <li>Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>Internet television from around the world: In some cases the sites have short archived video clips that may</li> </ul>	<ul style="list-style-type: none"> <li>Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>

be appropriate for some of the targeted themes			
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● SmartBoards</li> <li>● Chromebooks</li> <li>● IXL</li> <li>● DuoLingo</li> </ul> <p><b>Other:</b></p>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>● Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>● Abcya.com Language Course <a href="http://www.abcya.com/Spanish">www.abcya.com/Spanish</a></li> <li>● 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).</li> <li>● Search youtube.com in the target language using keywords related to the targeted theme.</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background</li> </ul>	<ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Provide students with multiple literacy strategies</li> <li>● 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)</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in-depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul>



<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>and knowledge of their community.</p> <ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>		
	<p><i>Core Ideas:</i></p>	<p>The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.</p>	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>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).</li> </ul>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
1	Numbers 11-20	10 days
<p><b>World Language Disciplinary Concept</b>  <b>Proficiency Level: Novice Low</b>  <b>Mode of Communication: Interpretative</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs - WL within Unit</b></p>
<p><b>Core Ideas:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><b>Performance Expectation:</b></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the</li> </ul>	

	<p>target culture(s) and in students' own cultures in highly contextualized oral texts</p>	
<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Communities</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>How does one respond to: How old are you? ( Cuántos años tienes?)</li> <li>How do I count to twenty in Spanish?</li> <li>How many days in the week?( Cuántos días hay en la semana?</li> <li>How many months in the year?(Cuántos meses hay en el año?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Count from 11-20</li> <li>Identify numbers 11-20 in sequence and out of sequence</li> <li>Answer the question "How many items are there?"</li> <li>Listen for familiar words and watching the speaker for clues</li> <li>Relate spoken numbers to corresponding numbers objects</li> <li>Match numbers with words numbers</li> </ul>
<p><b>Intercultural Statement:</b></p>		<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p>
<p>In this unit of study, students will count 11-20. Students will identify numbers 11-20 out of sequence. Show understanding of new vocabulary by responding to commands. Review classroom vocabulary in combination words and numbers. Students will relate spoken numbers to corresponding numbers objects.</p>		<p>Technology -</p> <ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>

<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>● 8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>● 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Takes anecdotal notes of the students.</li> <li>● Students use dry erase boards to write numbers 11-20 as the teacher says the number in Spanish.</li> <li>● Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What number is this?</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></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"> <li>• Muzzy, The BBC Language Course for children www.early-advantage</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• SmartBoards</li> <li>• Chromebooks</li> <li>• IXL</li> <li>• DuoLingo</li> </ul>			

<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></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"> <li>• Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>• Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>• Abcya.com Language Course <a href="http://www.abcya.com/Spanish">www.abcya.com/Spanish</a></li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare</li> <li>• Integrated and small-group support</li> <li>• Provide visuals of vocabulary/language</li> <li>• Provide students with multiple literacy strategies</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in-depth and encourage independent studies or investigations</li> <li>• Modeling or independent student led research</li> </ul>
	<p><b>Disciplinary Concept:</b></p>		

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<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"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	

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	Colors	10 days
<p align="center"><b>World Language Disciplinary Concept</b>  <b>Proficiency Level: Novice Low</b>  <b>Mode of Communication: Interpretative</b></p>		<p><b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSL-S - WL within Unit</b></p>
<p><b>Core Ideas:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><b>Performance Expectation:</b></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul>	



	<ul style="list-style-type: none"> <li>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	
<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Communities</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>How does one respond to: "Qué color es?."</li> <li>What's your favorite color?"(Cuál es tu color favorito?)"</li> <li>What colors can we see in the rainbow?</li> <li>What color is the school uniform?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Identify color in Spanish</li> <li>State the colors in Spanish.</li> <li>Respond to What is your favorite color? (Cuál es tu color favorito?)</li> <li>Sing along with the song "La Canción del Arco Iris(The Rainbow Song)."</li> <li>Ask and respond to the question: Qué color es?</li> <li>Point to objects in the classroom of particular colors.</li> </ul>
<p><b>Intercultural Statement:</b></p>		
<p>In this unit of study, students will recall the names of the following colors: red/rojo, blue/azul, yellow/amarillo, pink/rosado, orange/anaranjado, black/negro, purple/morado and green/verde in Spanish . Students will verbally</p>		<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p>

<p>identify different objects of certain colors. Show understanding of new vocabulary by responding to commands. Review classroom vocabulary in combination words and colors. Students will relate spoken colors to corresponding objects. Express their favorite color in Spanish.</p>		<ul style="list-style-type: none"> <li>● 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>● 8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>● 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Takes anecdotal notes of the students.</li> <li>● Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What color do you see?</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b>Summative Assessments:</b></p>

- 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"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>• Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>

**Supplemental Resources**

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● SmartBoards</li> <li>● Chromebooks</li> <li>● IXL</li> <li>● DuoLingo</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></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"> <li>● Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>● Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>● Abcya.com Language Course <a href="http://www.abcya.com/Spanish">www.abcya.com/Spanish</a></li> <li>● 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).</li> <li>● Search <a href="http://youtube.com">youtube.com</a> in the target language using keywords related to the targeted theme.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Provide students with multiple literacy strategies</li> <li>● 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)</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to explore concepts in-depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>	
	<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"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	

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"><b>World Language Disciplinary Concept</b>  <b>Proficiency Level: Novice Low</b>  <b>Mode of Communication: Interpretative</b></p>		<p><b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLS - WL within Unit</b></p>
<p><i>Core Ideas:</i></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><i>Performance Expectation:</i></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> </ul>	

	<ul style="list-style-type: none"> <li>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	
<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Communities</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>How does one respond to: "Where is your head, shoulders, knees, and toes?" ( ¿Dónde está tu cabeza, hombros, rodillas y dedos?)</li> <li>What body part is this?(Qué parte del cuerpo es esta?</li> <li>Can you touch...(body part)? (Puedes tocar tu...?)</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Identify basic body parts: head/cabeza, shoulders/ hombros. knees/rodillas, feet/pies, toes/dedos, eyes/ojos, ears/orejas, mouth/boca, nose/nariz.</li> <li>Identify parts of the face</li> <li>Verbally identify and name the parts of the body in Spanish.</li> <li>Follow commands involving body parts.</li> <li>Respond to: Where is your Head/Shoulder/Knees/Toes?</li> <li>Sing along the song:"Head/Shoulder/Knees/Toes"</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p>
<p><b>Intercultural Statement:</b></p>		<p>Technology -</p> <ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>
<p>In this unit of study, students will verbally identify and name the parts of the body in Spanish. Show understanding of new vocabulary by responding</p>		

<p>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"> <li>● 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>● 8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>● 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Takes anecdotal notes of the students.</li> <li>● Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What body part is this?</li> </ul>		<p><b>Differentiated Student Access to Content:</b></p>



<b>Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>● Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>● 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).</li> <li>● Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>● Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>● 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).</li> <li>● Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>● Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>● 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).</li> <li>● Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Muzzy, The BBC Language Course for children www.early-advantage.com</li> <li>● Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>● 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).</li> <li>● Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>● 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</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● SmartBoards</li> <li>● Chromebooks</li> <li>● IXL</li> </ul>			

<ul style="list-style-type: none"> <li>• DuoLingo</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children <a href="http://www.early-advantage.com">www.early-advantage.com</a></li> <li>• Spanish KidsStuff Language Course <a href="http://www.spanishkidstuff.com">www.spanishkidstuff.com</a></li> <li>• Abcya.com Language Course <a href="http://www.abcya.com/Spanish">www.abcya.com/Spanish</a></li> <li>• 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).</li> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare</li> <li>• Integrated and small-group support</li> <li>• Provide visuals of vocabulary/language</li> <li>• Provide students with multiple literacy strategies</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in-depth and encourage independent studies or investigations</li> <li>• Modeling or independent student led research</li> </ul>
	<b>Disciplinary Concept:</b>		

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<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"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	

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
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2	Family	15 days
<b>World Language Disciplinary Concept</b> <b>Proficiency Level: Novice Mid</b> <b>Mode of Communication: Interpretative</b>		<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLS - WL within Unit</b>
<p><b>Core Ideas:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p><b>Performance Expectation:</b></p> <p>Interpretative Mode</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	

<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Communicate</li> <li>Communities</li> <li>Comparisons</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>Develop insight into the nature of language and culture in order to interact with cultural competence.</li> </ul>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>How does one respond to: “Do you have brothers or sisters? (Tienes hermanos?)</li> <li>What is a family?</li> <li>Who are the members of a family?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>Identify immediate family members and pets father/papá, mother/mamá, brother/hermano, sister/hermana, baby/bebé, grandfather/abuelo, grandmother/abuela</li> <li>Respond to Who is he/she? (Quién es él/ella?)</li> <li>Sing along with the song “ La canción de la familia”</li> <li>Ask and respond to the question: Do you have brothers or sisters?</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<p><b>Intercultural Statement:</b></p>		
<p>In this unit of study, students will identify the basic vocabulary associated with the family. Students will create a family picture and verbally identify three family members. Show understanding of new vocabulary by responding to commands. Answering the question “Quién es? with “Es...”</p>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Responsible Decision Making</li> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional Awareness</li> <li>• Internal Regulation</li> <li>• Behavior Control</li> <li>• Goal Pursuance</li> <li>• Appreciating Social and Environment Diversity</li> <li>• Adaptive Behavior</li> <li>• Communication</li> <li>• Social Engagement</li> <li>• Constructive Thinking</li> <li>• Consequence Evaluation</li> <li>• Respect for Self and Others</li> <li>• Enthusiasm</li> <li>• Initiative</li> <li>• Resilience</li> </ul>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Takes anecdotal notes of the students.</li> <li>• Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What body part is this?</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>	<ul style="list-style-type: none"> <li>• Muzzy, The BBC Language Course for children www.early-advantage.com</li> </ul>

<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Spanish KidsStuff Language Course www.spanishkidstuff.com</li> <li>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).</li> <li>Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>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</li> </ul>
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**Supplemental Resources**

**Technology:**

- SmartBoards
- Chromebooks
- IXL
- DuoLingo

**Other:**

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<p>The students of the East Newark Public School District will need to communicate in more than one language to live and work in a culturally diverse society and prosper in a global economy. Therefore, learning world languages is an essential goal for these students.</p>



	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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Marking Period	Unit Title	Recommended Instructional Days
4	Food	15 days
<b>World Language Disciplinary Concept</b> <b>Proficiency Level: Novice Mid</b> <b>Mode of Communication: Interpretative</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</b>
<i>Core Ideas:</i> Learning a language involves interpreting meaning from	<i>Performance Expectation:</i> Interpretative Mode	

<p>listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts</li> </ul>	
<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>● Communicate</li> <li>● Communities</li> <li>● Comparisons</li> </ul>	<p><b>Practice Description:</b></p> <p>Communicate</p> <ul style="list-style-type: none"> <li>● Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> </ul> <p>Communities</p>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. How does one ask and answer questions in Spanish and provide information in the target language?</li> <li>2. How does one respond to: "Do you like...?, Do you like to eat....?"</li> <li>3. What is your favorite fruit or vegetable?</li> <li>4. What fruit or vegetable is this?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Express likes and dislikes</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>Develop insight into the nature of language and culture in order to interact with cultural competence.</li> </ul>	<ul style="list-style-type: none"> <li>State fruit/vegetable names is Spanish.</li> <li>Respond to “Do you like...?”</li> <li>Sing along with the song: What Fruit Do You Like? “Qué fruta te gusta?”</li> <li>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...</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <p>Technology -</p> <ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>8.1.2.NI.4: Explain why access to devices need to be secured.</li> <li>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
<b>Intercultural Statement:</b>		
<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 different fruits and vegetables. Students will show understanding of new vocabulary by responding commands in Spanish.</p>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Awareness</li> <li>Internal Regulation</li> <li>Behavior Control</li> <li>Goal Pursuance</li> <li>Appreciating Social and Environment Diversity</li> <li>Adaptive Behavior</li> </ul>	

	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Takes anecdotal notes of the students.</li> <li>● Teacher provides a model for the question answer period. Provides prompts for student responses in Spanish. Example: What body part is this?</li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Students will create a portfolio of completed drawings and products related to their study of Spanish.</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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<p>information about people (e.g. physical characteristics, personality qualities, and age).</p> <ul style="list-style-type: none"> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<p>about people (e.g. physical characteristics, personality qualities, and age).</p> <ul style="list-style-type: none"> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<p>about people (e.g. physical characteristics, personality qualities, and age).</p> <ul style="list-style-type: none"> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>	<p>about people (e.g. physical characteristics, personality qualities, and age).</p> <ul style="list-style-type: none"> <li>• Search youtube.com in the target language using keywords related to the targeted theme.</li> <li>• 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</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• SmartBoards</li> <li>• Chromebooks</li> <li>• IXL</li> <li>• DuoLingo</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>			
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