

**Hainesport Township School District**  
**211 Broad Street Hainesport, NJ 08036**



**Course Title: World Language Grade: 4**  
**Board of Education Adoption Date:** August 2, 2012 **Board of**  
**Education Revision Date:** December 18, 2018  
February 23, 2021, January 4, 2024

**District Administration**

Joseph R. Corn, Superintendent  
Ramon W. Santiago, Principal 5-8 & Curriculum and Instruction  
Julia B. Wolfrom, Principal PreK-4 & Special Services  
Alexander F. Fisher, Assistant Principal  
Christopher C. DeSanto, Assistant Principal

**Members of the Hainesport Township Board of Education**

Larry Brandolph  
Jason Cardonick  
Melissa Carlton  
Bianca Cuniglio  
Jeffrey Duda  
Kristin Jakubowski  
Erin Minero  
Jillian Ormsby  
Jennifer Weres

### **Course Description and Concepts**

It is the mission of the Hainesport Township School District to provide a safe, supportive and challenging educational environment in a familial school atmosphere that enables each child to develop intellectually, emotionally, socially, and physically. Students in 4th grade will explore concepts at the novice low level of language proficiency in the area of Latin American Spanish. Each of the four units of study will provide opportunities for students to receive direct instruction from the instructor and supportive technology assisted instruction from the Rosetta Stone Program. Students will exit the program having acquired sentences, words and phrases that allow them to communicate at the ***Novice Low to the Novice Mid Level***. According to the American Council on the Teaching of Foreign Languages, Spanish “speakers at this level are able to successfully manage a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.

### **New Jersey Student Learning Standards – World Languages**

#### **Introduction World Languages**

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.

#### **Mission**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

#### **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.

### World Languages Standard Learning Progressions

#### **Interpretive Mode of Communication**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>

#### **Interpersonal Mode of Communication**

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>

- Intermediate Mid
- Intermediate High
- Advanced Low

- Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

## Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>• Novice Low</li> <li>• Novice Mid</li> <li>• Novice High</li> <li>• Intermediate Low</li> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>• Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>
<ul style="list-style-type: none"> <li>• Intermediate Mid</li> <li>• Intermediate High</li> <li>• Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>• Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>

**Level Classification Rubric:** *Note Teacher will classify student level at the end of each course of study.*

Novice Low (Grade 4)	Novice Mid (Grade 4)	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

home.		subject matter studied in other classes.	in other classes.	in other classes.		
-------	--	---	-------------------	-------------------	--	--

### The New Jersey Student Learning Standards for English Language Arts

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### NJ Technology Standards

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Pacing Guide**

Unit Topic	Unit #	APX Unit Length
Introduction to Rosetta Stone & Account Creation	Introduction	1-2 Instructional Period
Unit 1 Language Basics	I	10-15 Instructional Periods
Unit 2 Greeting & Introductions	II	10-15 Instructional Periods
Unit 3 Work & School	III	10-15 Instructional Periods

Introduction to Rosetta Stone & Account Creation	
Content Area	World Language
Unit Title	Introduction to Rosetta Stone & Account Creation
Target Course / Grade Level	Latin American Spanish Grade 4
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Students will be able to create an account for the Rosetta Stone program and learn how to utilize the program to enhance the world language experience.

Interdisciplinary Connections	N/A
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	N/A
Supplemental Class Resources	<ul style="list-style-type: none"> <li>Rosetta Stone</li> </ul>
<b>World Language Objectives Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>Creation and develop login capabilities for the Rosetta Stone program.</li> <li>Introduction of course requirements and expectations for in person and self paced independent language growth expectations.</li> </ul>	
<b>Assessment Criteria</b>	
Direct Instructional Goals	Digital Rosetta Stone Benchmarks
<ul style="list-style-type: none"> <li>Creation of Account through the BCLS</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

<b>Unit 1 Overview Language Basics</b>	
Content Area	World Language
Unit Title	Language Basics
Target Course / Grade Level	Latin American Spanish Grade 4
Recommended Pacing	10-15 Instructional Periods



Unit Rationale	Students will be able to complete basic sentences, identify everyday items, verbalize and identify colors, sizes, clothing items and quantities.
Interdisciplinary Connections ELA	<ul style="list-style-type: none"> <li>● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</li> </ul>
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Career Readiness, Life Literacies, & Key Skills	<p><b><i>Global and Cultural Awareness:</i></b> Culture and geography can shape an individual's experiences and perspectives</p> <p><b><i>Technology Literacy:</i></b> Different digital tools have different purposes.</p>
Computer Science & Design Thinking	<b><i>Computing Systems:</i></b> Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
World Language Standards Addressed	<p>Interpretive Mode of Communication</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> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> </ul>

	<ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● Rosetta Stone Program</li> </ul>
<b>World Language Objectives Unit 1 RS Lesson Alignment</b>	
<p>I. Unit 1 Lesson 1 (Basic Sentences)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Vocabulary</li> <li>D. Grammar</li> <li>E. Reading</li> <li>F. Writing</li> </ul>	<p>II. Unit 1 Lesson 2 (Everyday Items)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Listening &amp; Reading</li> <li>D. Grammar</li> <li>E. Listening &amp; Reading</li> <li>F. Reading</li> <li>G. Writing</li> <li>H. Listening</li> <li>I. Vocabulary</li> </ul>
<p>III. Unit 1 Lesson 3 (Colors and Sizes)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Listening &amp; Reading</li> <li>D. Listening</li> <li>E. Speaking</li> <li>F. Grammar</li> <li>G. Review</li> <li>H. Reading</li> <li>I. Writing</li> </ul>	<p>IV. Unit 1 Lesson 4 (Clothing and Quantities)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Speaking</li> <li>D. Review</li> <li>E. Listening &amp; Reading</li> <li>F. Grammar</li> <li>G. Listening</li> <li>H. Reading</li> <li>I. Writing</li> </ul>

J. Vocabulary	J. Speaking K. Listening L. Review M. Vocabulary N. Speaking O. Review P. Milestone
<b>Assessment Criteria</b>	
Direct Instructional Assessment	Digital Rosetta Stone Benchmark Scoring Criteria <i>(70% or greater than marker to be achieved on each of the Lesson 2 Areas identified)</i>
<ul style="list-style-type: none"> <li>Alternative Assessment (1)</li> <li>Participation Rubric</li> <li>Level Classification Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Lesson 1 Proficiency Score</li> <li>Unit 1 Lesson 2 Proficiency Score</li> <li>Unit 1 Lesson 3 Proficiency Score</li> <li>Unit 1 Lesson 4 Proficiency Score</li> </ul>

<b>Unit 2 Overview Greetings and Introductions</b>	
Content Area	World Language
Unit Title	Greetings and Introductions
Target Course / Grade Level	Latin American Spanish Grade 4
Recommended Pacing	10-15 Instructional Periods
Unit Rationale	Students will develop an understanding of greetings and introductions in regards to family relationships, introductions around the house, where you are from, and relationships to self and wellbeing.
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>

	<ul style="list-style-type: none"> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</li> </ul>
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Career Readiness, Life Literacies, & Key Skills	<p><b><i>Global and Cultural Awareness:</i></b> Culture and geography can shape an individual's experiences and perspectives</p> <p><b><i>Technology Literacy:</i></b> Different digital tools have different purposes</p>
Computer Science & Design Thinking	<p><b><i>Computing Systems:</i></b> Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p>
World Language Standards Addressed	<p>Interpretive Mode of Communication</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> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> </ul>

	<ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● Rosetta Stone</li> </ul>
<b>World Language Objectives Unit 2 RS Lesson Alignment</b>	
<p>I. Unit 2 Lesson 1 (Greeting &amp; Introductions Family Relationships)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Vocabulary</li> <li>D. Grammar</li> <li>E. Reading</li> <li>F. Writing</li> </ul>	<p>II. Unit 2 Lesson 2 (Greeting &amp; Introductions Around The House)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Listening &amp; Reading</li> <li>D. Grammar</li> <li>E. Listening &amp; Reading</li> <li>F. Reading</li> <li>G. Writing</li> <li>H. Listening</li> <li>I. Vocabulary</li> </ul>
<p>III. Unit 2 Lesson 1 (Greeting &amp; Introductions Where You Are From)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Listening &amp; Reading</li> <li>D. Listening</li> <li>E. Speaking</li> <li>F. Grammar</li> <li>G. Review</li> <li>H. Reading</li> </ul>	<p>IV. Unit 1 Lesson 4 (Greeting &amp; Introductions Self and Wellbeing)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Speaking</li> <li>D. Review</li> <li>E. Listening &amp; Reading</li> <li>F. Grammar</li> <li>G. Listening</li> <li>H. Reading</li> </ul>

I. Writing J. Vocabulary	I. Writing J. Speaking K. Listening L. Review M. Vocabulary N. Speaking O. Review P. Milestone
<b>Assessment Criteria</b>	
Direct Instructional Goals	Digital Rosetta Stone Benchmarks <i>(70% or greater than marker to be achieved on each of the Lesson 2 Areas identified)</i>
<ul style="list-style-type: none"> <li>Alternative Assessment (Teacher Developed) (1)</li> <li>Participation Rubric (Teacher Developed) (Multiple)</li> <li>Level Classification Rubric (1)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2 Lesson 1 Proficiency Score</li> <li>Unit 2 Lesson 2 Proficiency Score</li> <li>Unit 2 Lesson 3 Proficiency Score</li> <li>Unit 2 Lesson 4 Proficiency Score</li> </ul>

<b>Unit 3 Overview Work &amp; School</b>	
Content Area	World Language
Unit Title	Work & School
Target Course / Grade Level	Latin American Spanish Grade 4
Recommended Pacing	10-15 Instructional Periods
Unit Rationale	Students will develop an understanding of work and school locations, times of day, scheduling and visiting, people and countries and daily routines.
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>

	<ul style="list-style-type: none"> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>● NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</li> </ul>
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
Career Readiness, Life Literacies, & Key Skills	<p><b><i>Global and Cultural Awareness:</i></b> Culture and geography can shape an individual's experiences and perspectives</p> <p><b><i>Technology Literacy:</i></b> Different digital tools have different purposes</p>
Computer Science & Design Thinking	<p><b><i>Computing Systems:</i></b> Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p>
World Language Standards Addressed	<p>Interpretive Mode of Communication</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> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul>

	<ul style="list-style-type: none"> <li>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>Rosetta Stone</li> </ul>
<b>World Language Objectives Unit 3 RS Lesson Alignment</b>	
<p>V. Unit 3 Lesson 1 (Work and School Locations and Times of Day)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Vocabulary</li> <li>D. Grammar</li> <li>E. Listening &amp; Reading</li> </ul>	<p>VI. Unit 3 Lesson 2 (Work and School Scheduling and Visiting)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Listening &amp; Reading</li> <li>D. Read</li> <li>E. Write</li> <li>F. Grammar</li> <li>G. Vocabulary</li> <li>H. Listening</li> </ul>
<p>VII. Unit 3 Lesson 3 (Work and School People and Countries)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Reading</li> <li>D. Grammar</li> <li>E. Speaking</li> <li>F. Writing</li> <li>G. Listening &amp; Reading</li> <li>H. Review</li> <li>I. Listening</li> <li>J. Vocabulary</li> <li>K. Reading</li> </ul>	<p>VIII. Unit 3 Lesson 4 (Work and School and Daily Routine)</p> <ul style="list-style-type: none"> <li>A. Core Lesson</li> <li>B. Pronunciation</li> <li>C. Speaking</li> <li>D. Listening &amp; Reading</li> <li>E. Review</li> <li>F. Read</li> <li>G. Listening</li> <li>H. Grammar</li> <li>I. Writing</li> <li>J. Speaking</li> <li>K. Listening</li> <li>L. Review</li> <li>M. Vocabulary</li> </ul>



	N. Writing O. Speaking P. Review Q. Milestone
<b>Assessment Criteria</b>	
Direct Instructional Goals	Digital Rosetta Stone Benchmarks <i>(70% or greater than marker to be achieved on each of the Lesson 3 Areas identified)</i>
<ul style="list-style-type: none"> <li>• Alternative Assessment (Teacher Developed) (1)</li> <li>• Participation Rubric (Teacher Developed) (Multiple)</li> <li>• Level Classification Rubric (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3 Lesson 1 Proficiency Score</li> <li>• Unit 3 Lesson 2 Proficiency Score</li> <li>• Unit 3 Lesson 3 Proficiency Score</li> <li>• Unit 3 Lesson 4 Proficiency Score</li> </ul>

### **Teacher Resources Best Practices**

[50 Best Practices For Language Teachers](#)

[The 16 Best Resources for Teaching a Foreign Language](#)

### **Modifications for SpEd/ESL/Students at Risk/Gifted**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or IR&S Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes

- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### Organization skills accommodations:

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates

# World Languages Curriculum

## Hainesport Township School District

### Curriculum Guide

Grade 3-5 Novice-Mid Content Area: World Languages

Theme/Unit: Novice-Mid (4th-5th Grade)		Suggested Sequence: Ongoing
<b>New Jersey Student Learning Performance Expectations:</b> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.		
<b>Core Ideas:</b> <ul style="list-style-type: none"><li>• Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li><li>• Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li></ul>		
<b>Intercultural Statements:</b> <ul style="list-style-type: none"><li>• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</li><li>• Learners recognize and identify a few typical practices of the target culture.</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Family, school supplies and routines, pets, weather</li><li>• Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>• Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li><li>• Share and state basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li></ul>		

# Hainesport Township School District

## Curriculum Guide

### Grade 3-5 Novice-Mid Content Area: World Languages

- Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- Copy/write words, phrases, or simple guided texts on familiar topics.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### Instructional Materials/Resources:

- Posters
- Simple articles
- Examples of cultural artifacts

#### Suggested Vocabulary:

Family, school supplies and routines, pets, weather

#### Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

#### Career Readiness:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

#### Recommended Instructional Activities:

- Use physical movement and short responses to demonstrate understanding while teacher provides a series of commands
- Draw pictures and/or write phrases that demonstrate understanding while teacher provides a series of commands
- Hold up pictures and/or phrases that correspond to the message delivered while listening to a story, song, or poem
- Use picture and simple phrases to communicate basic needs and feelings

#### Extension Strategies/Activities:

- Combine weather words and temperature words to describe the weather in a complete sentence in a target language.
- Identify extended family members in a target language

#### Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers

## Hainesport Township School District

Curriculum Guide

Grade 3-5 Novice-Mid Content Area: World Languages

	<ul style="list-style-type: none"><li>● Reading window</li><li>● Pair visual learners with auditory learners</li><li>● Provide alternate form or assessment IE: projects, dioramas</li><li>● Pair low level readers with high level readers</li><li>● Retell story by drawing or speaking</li><li>● Visual aids</li><li>● Advance notice for tests</li><li>● Provide a copy of notes</li><li>● Provide study guide</li><li>● <input type="checkbox"/> Modified tests as needed</li></ul>
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>● Perform a physical activity that shows comprehension of a teacher's instructions</li><li>● Use gestures appropriately in context (respond to statements or initiate conversation)</li></ul> Other Assessment Evidence: <ul style="list-style-type: none"><li>● Identify a gesture from a selection of gestures provided</li><li>● Hold up pictures that correspond to a given greeting</li></ul>	

# Support Documents



# **Modifications and Extensions: A Guide for Differentiated Instruction**

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## **Introduction**

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.