

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**WORLD LANGUAGE DEPARTMENT**

**ELEMENTARY WORLD LANGUAGE**

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## **Course Philosophy**

All students are capable of learning a second language to the same degree that they know and are able to use their first language. Therefore, World Language study must be equitably accessible for all students. The main goal for modern world language education is to help students develop the proficiency necessary to communicate with speakers of another language in culturally appropriate ways. World language study is an integral part of the core curriculum so that all students can enhance their ability to function successfully in a global society by developing linguistic proficiency and intercultural competence in a second language.

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction should begin in the elementary grades and continue with well-articulated sequences of instruction that continue uninterrupted through middle and high school right into the post-secondary level. Students acquire language when it is meaningful and interesting and when they can use it in a non-threatening environment. To become proficient in a second language, students need to use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Interdisciplinary learning connections are created when students are learning another language. Language learning equips students to interpret a variety of authentic live, print and technology-based texts and resources to access knowledge related to all content areas. World languages are a tool to provide content-based learning in reading, writing, mathematics, and all other subject areas. World language study also develops higher-order thinking skills, which enhances learning and achievement across content areas. Proficiency in at least one language other than English greatly enhances college and career readiness in a globally interconnected world.

Learning an additional language helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked. Through language learning, students can understand and appreciate other cultures' worldviews, unique ways of living and behavior patterns, as well as their contributions to humankind. By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture, and they are able to generalize about the components of culture. Students' openness for other cultures seems to be at an optimal level prior to the age of ten.

## **Course Description**

Elementary World Language students will engage in weekly unit lessons that will focus on listening and speaking of the target language at the novice low to novice mid level. Target language is defined as the language taught and learned in a World Language classroom. With the exception of Kindergarten, all elementary grade levels will concentrate on one target language for the duration of the school year. Kindergarten however will participate in a quarterly rotation of languages offered within the Robbinsville School District - French, Spanish, Mandarin Chinese, and Italian.

### Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Teacher Created Resources</li><li>● Chromebooks</li><li>● Google Classroom</li><li>● Google Suite (Doc, Slides, etc.)</li><li>● Online subscriptions to linguistic rich sites such as DuoLingo, iXL, Rockalingua, &amp; Scholastic</li><li>● Youtube access to authentic stories, videos and music in target language</li><li>● Authentic texts and audio</li></ul>	<ul style="list-style-type: none"><li>● Anchor Charts in the Target Language</li><li>● Headphones/Earbuds</li><li>● External Mouse</li><li>● Digital Management Tools (Ex. Hapara)</li><li>● Art supplies (Construction Paper, Drawing Paper, Crayons, Markers, Scissors, Glue Sticks)</li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1:** Students identify how they and their classmates are feeling through gestures, visual aids, and expressive vocabulary.

**Example 2:** Students reflect on their work by reading positive feedback given by their peers.

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1:** Students are given options in how they would like to complete assignments based on their individual strengths and needs.

**Example 2:** Students are provided various strategies throughout their learning process such as step by step directions and graphic organizers.

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1:** Students are introduced to diverse backgrounds and cultures in order to find similarities within their own culture.

**Example 2:** Students share their personal perspectives within their family, school, and community groups to promote global awareness.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1:** Students work collaboratively to make connections with their peer groups.

**Example 2:** Students acquire language when it is meaningful, can foster positive peer relationships, and when they can use it in a non-threatening environment.

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of

self and others.

**Example 1:** Students use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

**Example 2:** Students develop higher-order thinking skills, which enhances learning and achievement across content areas, when working collaboratively and being held accountable for supporting their ideas.

# Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• 9.4.5.CI.1: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.</i></li> </ul> <p>Example: Students work collaboratively on assignments to share their strengths.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>
<b>Critical Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li>• 9.4.5.CT.4: <i>Apply critical thinking and problem-solving strategies to different types of problems (e.g.,personal, academic, community, global).</i></li> </ul> <p>Example: Students compare what they are learning to what they already know to find solutions.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>
<b>Digital Citizenship</b>	<ul style="list-style-type: none"> <li>• 9.4.5.DC.6: <i>Compare and contrast how digital tools have changed social interactions.</i></li> </ul> <p>Example: Students compare ways we are able to communicate in the past and present.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>
<b>Global and Cultural Awareness</b>	<ul style="list-style-type: none"> <li>• 9.4.5.GCA.1: <i>Analyze how culture shapes individual and community perspectives and points of view.</i></li> </ul> <p>Example: Students share personal and community perspectives and how they may differ.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>
<b>Information and Media Literacy</b>	<ul style="list-style-type: none"> <li>• 9.4.5.IML.2: <i>Create a visual representation to organize information about a problem or issue.</i></li> </ul> <p>Example: Students demonstrate comprehension by creating visual displays of their interpretations.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>
<b>Technology Literacy</b>	<ul style="list-style-type: none"> <li>• 9.4.5.TL.5: <i>Collaborate digitally to produce an artifact.</i></li> </ul> <p>Example: Students exchange ideas and share information to combine into a digital format.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,&amp; 6)</p>





## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

## Career Awareness and Planning Standards 9.2

• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Students learn about different professions where being multilingual would be beneficial.
• 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	Students learn how to express their likes and dislikes compared to probable career choices.
• 9.2.5.CAP.2: Identify how you might like to earn an income.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.8: Identify risks that individuals and households face.	Students learn about other cultures and how the career opportunities may differ from their own cultures.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**  
**Elementary World Language**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Personal & Public Identities	<p>The process of discovering their own identities creates interest in describing the physical, emotional, and personality traits that make us different and yet very much the same.</p> <p>Exploring their identities in a cultural context allows them to see themselves through the lens of an American providing a unique insight as to which role they play in the larger global community.</p>	September - October	Formative <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Quizzes/Check-Ins</li> <li>Think/Pair/Share</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Integrated Performance Assessment (IPA)</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>Proficiency Speaking Assessments</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>Oral or Technology assisted Presentations</li> <li>Craft style Projects</li> </ul>
Families & Communities	<p>Families and communities are influenced by cultural values and practices.</p> <p>Exploring what constitutes family and school communities lead to better understanding of our role around the world.</p> <p>Students will discuss how they contribute to the well-being of the school community.</p>	November - December	Formative <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Quizzes/Check-Ins</li> <li>Think/Pair/Share</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Integrated Performance Assessment (IPA)</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>Proficiency Speaking Assessments</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>Oral or Technology assisted Presentations</li> <li>Craft style Projects</li> </ul>
Beauty & Aesthetics	Cultural celebrations and their products are a lens into a culture's perspective on beauty and aesthetics.	January - February	Formative <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Quizzes/Check-Ins</li> <li>Think/Pair/Share</li> </ul>

	<p>Beauty and creativity are defined by society as well as by individuals.</p> <p>Attaining beauty can dictate the choices we make in nutrition and activities.</p>		<p>Summative</p> <ul style="list-style-type: none"> <li>· Integrated Performance Assessment (IPA)</li> </ul> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> <li>· Proficiency Speaking Assessments</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>· Oral or Technology assisted Presentations</li> <li>· Craft style Projects</li> </ul>
Global Challenges	<p>Exploring their own global community at the city/town, country, and world level allows for comparisons and contrasts.</p> <p>Global challenges include issues brought about by population, geography, social welfare, the economy and the environment that affect multiple countries or cultures.</p>	March - April	<p>Formative</p> <ul style="list-style-type: none"> <li>· Exit Tickets</li> <li>· Quizzes/Check-Ins</li> <li>· Think/Pair/Share</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>· Integrated Performance Assessment (IPA)</li> </ul> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> <li>· Proficiency Speaking Assessments</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>· Oral or Technology assisted Presentations</li> <li>· Craft style Projects</li> </ul>
Contemporary Life	<p>Exploration of contemporary life among various cultures includes the study of social values and customs around food, diet, daily life, entertainment, and relationships.</p>	April - May	<p>Formative</p> <ul style="list-style-type: none"> <li>· Exit Tickets</li> <li>· Quizzes/Check-Ins</li> <li>· Think/Pair/Share</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>· Integrated Performance Assessment (IPA)</li> </ul> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> <li>· Proficiency Speaking Assessments</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>· Oral or Technology assisted Presentations</li> <li>· Craft style Projects</li> </ul>
Science and Technology	<p>Science is a language that transcends global boundaries.</p> <p>Technology is a tool that has brought important information about our climate and daily weather.</p> <p>Holidays are celebrated according to the seasons.</p>	May - June	<p>Formative</p> <ul style="list-style-type: none"> <li>· Exit Tickets</li> <li>· Quizzes/Check-Ins</li> <li>· Think/Pair/Share</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>· Integrated Performance Assessment (IPA)</li> </ul> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> <li>· Proficiency Speaking Assessments</li> </ul> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> <li>· Oral or Technology assisted Presentations</li> <li>· Craft style Projects</li> </ul>

# Robbinsville Public Schools

## Unit #1: Public & Personal Identities

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives</li> <li>Knowing how to properly introduce yourself is the first step to connecting with the larger global community</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Who am I?</li> <li>How does what I do define who I am?</li> <li>How do I interact with others from the target culture?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>K.CC.A.1.</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.A.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.A.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>1.NBT.C.5.</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Example: Students will learn number names and the count sequence in the target language as well as use numbers to tell quantities, age, and location.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written</li> </ul>	<p><u>Concepts:</u></p> <p>Physical characteristics</p> <p>Personality qualities</p> <p>Numbers 1-31</p> <p>The structures necessary to: - Describe physical qualities and personality qualities</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can understand some basic information when someone describes themselves and others.</p> <p>I can understand some basic personal information as found in personal profiles,</p>

<p>directions, commands, and requests that relate to familiar and practiced topics.</p> <p>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>- Express emotions - Tell age (as a memorized chunk) - Express where one lives and goes to school</p> <p>Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age</p> <p>Culturally appropriate expressions and gestures to greet and take leave</p> <p>How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</p> <p><u>Skills:</u></p> <p>Recognize descriptions of people as found in culturally authentic oral and written texts.</p> <p>Ask memorized questions related to physical characteristics and personality qualities using digital tools.</p> <p>Answer simple questions related to physical characteristics and personality qualities using digital tools.</p> <p>Use appropriate greetings and leave taking from the target culture.</p> <p>Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).</p>	<p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases. Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>bulleted biographies, and emails.</p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> <li>Introduce myself and others.</li> <li>Ask for some personal information such as name, age, and where someone is from.</li> <li>Provide personal information such as name, age, and where I am from.</li> <li>Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.</li> <li>Answer simple questions (yes/no, either/or, and short response)</li> </ol>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted</li> </ul>	<p>Describe self and others using oral or written text.</p> <p>Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.</p>			<p>related to physical characteristics and personality qualities.</p> <p>I can greet and take leave in a culturally acceptable manner.</p> <p>I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response).</p> <p>I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.</p> <p>I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.</p>
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<p>themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				<p>I can tell my age and the age of others.</p> <p>I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:</p> <ol style="list-style-type: none"> <li>Physical characteristics</li> <li>Personality qualities</li> </ol>
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# Robbinsville Public Schools

## Unit #2: Families & Communities

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Family and school are the first communities children belong to.</li> <li>Friendships begin with interactions within a community.</li> <li>Asking and answering questions is essential when meeting and getting to know new people.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Who am I and how can I get to know you?</li> <li>Am I the same/different from you? How? Why?</li> <li>How will I get to know my elementary school?</li> <li>What does my school look like? Why?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>6.1.2.Geo.SV.1:</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.Geo.SV.2:</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.Geo.SV.3:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>Example: Students will map out their families, where they are from and how they are related, as well as create maps for the location of people and items within their homes, school, and community.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or</li> </ul>	<p><u>Concepts:</u></p> <p>Family relationships</p> <p>Extended Family Members</p> <p>Parts of the school</p> <p>Names and jobs/functions of people in the school</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can identify the members of my family in the target language.</p> <p>I can describe the relationship of family members to myself and each other.</p>

<p>gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>Classroom objects and furniture</p> <p>School supplies</p> <p>Cultural products related to school</p> <p>The structures necessary to:</p> <ul style="list-style-type: none"> <li>- Express likes or dislikes</li> <li>- Give and respond to commands (as memorized chunks)</li> <li>- Expressions used to indicate location</li> </ul> <p><u><i>Skills:</i></u> Identify school supplies found in written and oral text.</p> <p>Demonstrate understanding of commands associated with classroom items.</p> <p>Tell where things and people in the classroom are located.</p> <p>Describe what children and people do in different parts of the school</p> <p>Compare an American classroom with one in the target culture.</p>	<p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases. Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>I can identify the relationship of extended family.</p> <p>I can understand when someone describes things found in a school such as classroom items and furniture, and their location.</p> <p>I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with descriptions of things found in a school such as classroom items, furniture, and school supplies.</p> <p>I can draw a picture of a classroom based on an oral description given by my teacher. I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a</li> </ul>				<p>I can draw a picture of a classroom based on a written description.</p>
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<p>few simple sentences on targeted themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				
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Unit #3: Beauty & Aesthetics

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Food preferences can be expressed by knowing the names of vegetables, fruits, grains, proteins, and dairy items and adjectives to describe them.</li> <li>Beauty can be attributed to nutrition and diet.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What do food choices say about me?</li> <li>What is beauty?</li> <li>How are the aesthetics of different cultures similar/different?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>SCIENCE:</b></p> <p><b>K-2-ETS1-1</b> Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><b>K-2-ETS1-2</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>Example: Students also compare the diversity of life in different habitats.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or</li> </ul>	<p><u>Concepts:</u></p> <p>Names of common vegetables, fruits, grains, proteins, and dairy items</p> <p>Colors</p> <p>Names of common ‘empty calorie’ foods</p> <p>Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p>

<p>gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>Adjectives to describe the size and shape of food</p> <p>Memorized questions related to describing food</p> <p>The structures necessary to:</p> <ul style="list-style-type: none"> <li>- State a preference</li> <li>- Express likes and dislikes</li> <li>- Indicate location</li> <li>- Compare</li> </ul> <p><u>Skills:</u></p> <p>Identify the main idea of an authentic text dealing with food products and practices.</p> <p>Ask questions related to food preferences, products, and practices.</p> <p>Answer questions related to food preferences, products, and practices.</p> <p>Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.</p>	<p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>I can understand some basic information as found in short audio/video clips when someone talks about a few practices associated with meal time, ordering a meal, and purchasing food.</p> <p>I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information found in short written texts about practices associated with meal time, ordering a meal, and purchasing food. I can ask memorized questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can answer simple questions (yes/no, either/or, and short</p>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a</li> </ul>				<p>response) about food preferences.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) to find out about foods that are typical in the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about foods that are typical in my culture and the target culture.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>I can use words, phrases, and memorized</p>
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<p>few simple sentences on targeted themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				<p>sentences to share information I learned about foods that are common in the target culture and a few practices associated with foods in the target culture.</p> <p>I can use a graphic organizer to categorize foods popular in the United States and the target culture.</p> <p>I can use a graphic organizer to compare food practices.</p>
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# Robbinsville Public Schools

## Unit #4: Global Challenges

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Global issues are the responsibility of all cultures and communities.</li> <li>Our impact on the environment is felt globally.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are global challenges that are affecting my community?</li> <li>What are changes I can make to positively impact the global community?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>SOCIAL STUDIES:</b></p> <p><b>6.1.2.CivicsPI.4:</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5:</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPI.6:</b> Explain what government is and its function.</p> <p>Example: In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written</li> </ul>	<p><u>Concepts:</u></p> <p>Symbols of recycling in target culture</p> <p>Vocabulary associated with symbols of recycling</p> <p>Recyclable categories</p> <p>Shapes and materials</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips.</p> <p>I can recognize words associated with commonly recycled products</p>

<p>directions, commands, and requests that relate to familiar and practiced topics.</p> <p>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items</p> <p>Vocabulary of locations</p> <p>The following items have already been assessed in other unit(s) and are being recycled in this unit:</p> <ul style="list-style-type: none"> <li>- Colors</li> <li>- Numbers</li> <li>- School supplies</li> <li>- The structures necessary to indicate location, compare, and indicate direction</li> </ul> <p><u>Skills:</u></p> <p>Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources.</p> <p>Give and follow commands related to recycled products.</p> <p>Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</p> <p>Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</p>	<p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>such as plastic, cans, paper, cardboard, and batteries.</p> <p>I can identify common symbols of recycling and match them to the equivalent target language word.</p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).</p> <p>I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries.</p> <p>I can identify common symbols of recycling and match them to the equivalent target language word.</p>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted</li> </ul>	<p>Compare recycled products in home and target cultures.</p>			<p>I can tell my classmates and others which categories (size, color, quantity, and types) to place some recycled items.</p> <p>I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.</p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none"> <li>a. Ask memorized questions (yes/no, either/or, and short response) about the quantity of recycled products.</li> <li>b. Answer simple questions (yes/no, either/or, and short response) about the quantity of recycled products.</li> <li>c. Ask memorized questions (yes/no,</li> </ul>
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<p>themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				<p>either/or, and short response) about the color of recycled products.</p> <p>d. Answer simple questions (yes/no, either/or, and short response) about the color of recycled products.</p>
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# Robbinsville Public Schools

## Unit #5: Contemporary Life

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Homes are comprised of different rooms and types of furniture. The characteristics of a home and the products used in a home can vary based on culture.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Where do you live? What are the places in your community? Where is one place in relation to another place in the community? How many rooms are in your house? What rooms are in your house?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connection</b></p> <p><b>SOCIAL STUDIES:</b></p> <p><b>6.1.2.Geo.HE.2:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>Example: Students develop a sense of community when holding themselves and each other accountable to the rules and daily function of the classroom. Collaboration is an essential skill in communication as it takes both listening and speaking skills to do effectively.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or</li> </ul>	<p><u>Concepts:</u></p> <p>Types of furniture found in the home</p> <p>Names of rooms in the home</p> <p>Common household items used in each room</p> <p>Characteristics of a home</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can understand basic information when someone talks about their home.</p> <p>I can recognize the names of the rooms.</p> <p>I can recognize the names of furniture.</p>

<p>gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>The structures necessary to:</p> <ul style="list-style-type: none"> <li>- Describe homes</li> <li>- Describe the contents of homes</li> </ul> <p>Memorized and frequently practiced questions related to:</p> <ul style="list-style-type: none"> <li>- Rooms in the home</li> <li>- Location of items in the home</li> </ul> <p>The structures necessary to:</p> <ul style="list-style-type: none"> <li>- State a preference or an opinion</li> <li>- Express like and dislike</li> <li>- Indicate location</li> <li>- Give and respond to commands (as memorized chunks)</li> </ul> <p><u>Skills:</u></p> <p>Identify furniture and items in a home as found in authentic materials from an electronic information source.</p> <p>Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.</p> <p>Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.</p> <p>Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.</p>	<p>Focus on language that is concerned with functional situations and authentic utterances.</p> <p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases. Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>I can match pictures based on oral descriptions of a home (color, size, location of items).</p> <p>I can draw a picture based on oral descriptions of a home (color, size, location of items).</p> <p>I can draw a picture of someone's favorite room based on an oral description.</p> <p>I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found on culturally-authentic real estate websites and on-line home tours.</p> <p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a</li> </ul>	<p>Compare homes in the target and home cultures.</p> <p>Create a tour of a home from the target culture.</p> <p>Create multimedia rich visual representation of one's home or a home representative of the home culture.</p> <p>Retell highlights from an authentic video or simple written text that includes a description of the home and its contents.</p>			<p>I can compare a home in my community with ones in the target culture and identify commonalities and differences.</p> <p>I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.</p> <p>I can answer simple questions (yes/no, either/or and short response) related to the description of the home.</p> <p>I can use technology and words, phrases, and memorized sentences to compare my home with homes in the target culture.</p> <p>I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:</p>
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<p>few simple sentences on targeted themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				<p>a. Rooms typically found in the home</p> <p>b. Furniture and other items commonly found in different rooms</p>
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Unit #6: Science & Technology

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Weather can change daily, whereas climate is the weather over a long period of time.</li> <li>Holidays are celebrated seasonally.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is the weather like around the world?</li> <li>How do we differentiate between weather and climate?</li> <li>Which holidays are celebrated seasonally?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connection</b></p> <p><b>SCIENCE:</b></p> <p><b>K-ESS2-1.</b> Use and share observations of local weather conditions to describe patterns over time.</p> <p><b>K-ESS3-2.</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p><b>K-2-ETS1-1.</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Example: Students develop an understanding of patterns and variations in local weather and the use of weather forecasting to prepare for and respond to severe weather.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<ul style="list-style-type: none"> <li>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests</li> </ul>	<p><u>Concepts:</u></p> <p>Weather</p> <p>Climate</p> <p>Seasons</p> <p>Days of the week</p> <p>Months of the year</p> <p>Cardinal and Ordinal Numbers</p>	<p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p> <p>Use real objects, gestures, pictures, and other visuals to convey meaning.</p> <p>Focus on language that is concerned with functional situations and authentic utterances.</p>	<p>Authentic resources and materials in the target language</p>	<p>I can identify the weather in the target language.</p> <p>I can forecast the weather conditions.</p> <p>I can identify the season based on the weather.</p> <p>I can tell the date in the target language</p>

<p>that relate to familiar and practiced topics.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.IPERS.3:</li> </ul>	<p>Holidays and Celebrations</p> <p><u>Skills:</u></p> <p>Identify weather conditions</p> <p>Identify differences in climate zones</p> <p>Ask and answer questions related to when holidays and celebrations occur</p> <p>Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.</p> <p>Ask memorized questions related to celebrations in the home and target cultures.</p> <p>Answer simple questions related to celebrations in the home and target cultures.</p> <p>Perform a culturally authentic song/poem associated with a particular target culture celebration.</p>	<p>Do not always insist on complete sentences, but mirror natural speech patterns.</p> <p>Adopt a conversational approach replicating “real” situations likely to occur.</p> <p>Teach vocabulary in context, including all kinds of idiomatic phrases.</p> <p>Use paired activities and small-group learning.</p> <p>Use technology.</p> <p>Use a variety of print and nonprint materials.</p> <p>Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.</p> <p>Emphasize acceptable communication, rather than near-native pronunciation.</p> <p>Ensure a match between the learner and the language in terms of relevance and learning styles.</p>	<p>using day, month, number, and year.</p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to:</p> <p>a. The type of celebration</p>
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<p>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.</p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> </ul>			<ul style="list-style-type: none"> <li>b. When an event takes place.</li> <li>c. Where an event takes place</li> <li>d. Who is invited to/coming to a celebration</li> <li>e. What the dress is for the celebration</li> <li>f. What activities take place during the celebration</li> </ul> <p>I can answer simple questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"> <li>a. The type of celebration</li> <li>b. When an event takes place</li> <li>c. Where an event takes place</li> <li>d. Who is invited to/coming to a celebration</li> <li>e. What the dress is for the celebration</li> <li>f. What activities take place during the celebration</li> </ul> <p>I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.</p>
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<ul style="list-style-type: none"> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>				
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General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul>

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and



contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>