



**Totowa Public Schools**

**World Language**

**Grade 1**

**Aligned to NJSLS 2020 Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introducing Oneself: Greetings and Farewells	4 Weeks	Proficiency level is Novice Low
Expressions of courtesy and feelings	5 Weeks	Proficiency level is Novice Low
Colors & Shapes	8 Weeks	Proficiency level is Novice Low
Numbers 1-10	5 Weeks	Proficiency level is Novice Low
Days of the Week, Time, Weather, and Climate	4 Weeks	Proficiency level is Novice Low.
Animal/Pets	5 Weeks	Proficiency level is Novice Low
Parts of the Body	5 Weeks	Proficiency level is Novice Low

<b>Unit Title</b>	Introducing Oneself: Greetings and Farewells
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit students will learn simple greetings, farewells, and other pleasantries.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Understanding how people greet each other in the target language.</li> <li>• Why are there differences between saying hello and goodbye to our friends, my teachers, and other adults.</li> <li>• Why is it important to learn a foreign language?</li> <li>• How does learning a foreign language relate to other content areas?</li> <li>• How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Greet and leave people in a polite way.</li> <li>• Greetings/Farewells (Hello/Good morning/Good afternoon/Good evening/Goodbye)</li> <li>• Understand how to use authentic expressions in the target language to greet people</li> <li>• Understand when someone greets you.</li> <li>• Demonstrate ability to say hello and goodbye to someone my age or younger.</li> <li>• Say hello and goodbye to my teacher, professor, or supervisor.</li> <li>• Introduce myself to others.</li> <li>• Ask others what their name is.</li> <li>• State my name and ask someone's name.</li> <li>• Explain the importance of studying another language.</li> </ul>

- Understand how to use authentic expressions in the target language to greet people
- Express their name and ask a classmate what their name using think-pair-share
- Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)
- Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	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.

	<p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

	<p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentation Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicators</b>	
<i><b>Reading</b></i>	
<ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</li> <li>• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> <li>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul>	
<i><b>Writing</b></i>	
<ul style="list-style-type: none"> <li>• W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	
<i><b>Speaking &amp; Listening</b></i>	
<ul style="list-style-type: none"> <li>• SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>	

<ul style="list-style-type: none"> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul>	
<b><i>Language</i></b>	
<ul style="list-style-type: none"> <li>• L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</li> <li>• L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>	
<b>2020 SLS: Computer Science &amp; Design Thinking</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> <li>• 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)</b>
Social Studies	<ul style="list-style-type: none"> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>



	<ul style="list-style-type: none"> <li>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li> </ul>
Health/PE	<ul style="list-style-type: none"> <li>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> </ul>

<b>Unit Title</b>	Expression of Courtesy & Feeling
<b>Unit Duration</b>	5 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>The unit is designed to provide students with simple phrases and vocabulary to express feelings and polite courtesies.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do I express my age and ask others?</li> <li>How do I greet my intended audience?</li> <li>How do I describe myself, family members, and other nouns?</li> <li>How do I express how I feel?</li> <li>How can I express positive emotion?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Express my age and ask others for their age.</li> <li>Greet people appropriately.</li> <li>Use vocabulary to form a simple sentence about how I am feeling, describe myself, and my family.</li> <li>Express how students are feeling and ask a classmate how they are feeling</li> <li>Express emotions/feelings (happy, sad, good, bad, excited, scared, surprised, angry, tired)</li> </ul>
<b>Assessment Evidence</b>	

<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
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<b>NJ: 2016 SLS: English Language Arts</b>	

<b>NJSLS Performance Expectations</b>
<b>Progress Indicator</b>
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<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)</b>
Health & PE	<ul style="list-style-type: none"> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> </ul>

<b>Unit Title</b>	Numbers
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will learn numbers in the target language.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> <li>• How are numbers important in today's world?</li> <li>• How can one count from 0-20 and by tens to 50 in the target language?</li> <li>• How can one add and subtract in the target language</li> <li>• How can one state their phone number?</li> <li>• How can one use numbers to state their address?</li> </ul>
Enduring Understandings	<ul style="list-style-type: none"> <li>• People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Identify numbers 0-20 orally and in written form.</li> <li>• Count by 10s to 50 in the target language.</li> <li>• Count from 0-20 in the target language.</li> <li>• Demonstrate knowledge of numbers by doing math problems in the target language (addition/subtraction)</li> <li>• Identify numbers 0-20 out of sequence</li> <li>• State my address and phone number</li> </ul>
Assessment Evidence	
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<b>Progress Indicator</b>	
<b><i>Reading</i></b>	
<ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</li> <li>• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> <li>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul>	
<b><i>Writing</i></b>	

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### ***Speaking & Listening***

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

### ***Language***

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

<ul style="list-style-type: none"> <li>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> <li>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)</b>
Math	<ul style="list-style-type: none"> <li>1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ul>

<b>Unit Title</b>	Colors and Shapes
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will learn basic colors and shapes. This unit builds upon the fundamental vocabulary when learning a new language.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can one name shapes and colors in the target language?</li> <li>How can one recognize shapes related to one another?</li> <li>How can one express color preferences?</li> <li>How can one recognize some color words?</li> <li>How can one recognize some shapes?</li> <li>How can one count the sizes of some shapes?</li> </ul>

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Learning another language connects us to a greater world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Recognize primary color words.</li> <li>Identify shapes such as triangles, circles, square, and ovals.</li> <li>List colors in the target language.</li> <li>Match colors and shapes.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	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

<p>authentic materials in the target language.</p>	<p>by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p>

<i>Presentation Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicator</b>	
<i>Reading</i>	
<ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</li> <li>• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> </ul>	

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### *Writing*

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### *Speaking & Listening*

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

### *Language*

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

## **2020 SLS: Computer Science & Design Thinking**

### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.



2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> <li>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> <li>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> </ul>	
Interdisciplinary/21st Century Connections	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> <li>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> </ul>
Visual and Performing Art	<ul style="list-style-type: none"> <li>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li> </ul>

<b>Unit Title</b>	Days of the Week, Time, Weather and Climate
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will begin to recognize the days of the week and time of day.</i>
Unit Goals	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How to recognize the days of the week in the target language.</li> <li>How to tell time in the target language.</li> <li>How can one write the months?</li> <li>How can one write the seasons?</li> </ul>

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Recite the days of the week in the target language.</li> <li>• Recite the months in the target language.</li> <li>• Demonstrate how to recognize the days of the week and time when heard.</li> <li>• Describe the weather in the target language.</li> <li>• Illustrate the four seasons in the target language.</li> <li>• Identify orally different weather and climate conditions.</li> <li>• Discuss the climate and any changes in a country where the target language is spoken. (Climate Change)</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentation Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

**NJ: 2016 SLS: English Language Arts**

**NJSLS Performance Expectations**

**Progress Indicator**

*Reading*

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

*Writing*

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

*Speaking & Listening*

<ul style="list-style-type: none"> <li>• SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul>	
<b><i>Language</i></b>	
<ul style="list-style-type: none"> <li>• L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</li> <li>• L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>	
<b>2020 SLS: Computer Science &amp; Design Thinking</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> <li>• 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Health & PE	<ul style="list-style-type: none"> <li>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> </ul>
Science	<ul style="list-style-type: none"> <li>K-2-ETS1-1. 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.</li> </ul>

<b>Unit Title</b>	Animals and Pets
<b>Unit Duration</b>	5 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will be able to identify animals in the target language. Also, students will work on using simple vocabulary from the color unit.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can we talk about animals we see in pictures?</li> <li>How can we recognize the colors we see in pictures of animals?</li> <li>How can we ask questions about what we are learning?</li> <li>How can one recognize the sounds of an animal?</li> <li>What are some of the sounds animals make?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Learning another language connects us to a greater world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Identify farm animals by looking at pictures</li> <li>Demonstrate knowledge of animal vocabulary and their sounds.</li> <li>Develop initial vocabulary by using picture word association</li> <li>Recognize animals by using pictures.</li> <li>Describe farm animals by color and size</li> <li>Career Exploration – Students will examine career working with animals.</li> </ul>
<b>Assessment Evidence</b>	

<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>



	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

	7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
<i>Presentation Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	

<b>NJSLS Performance Expectations</b>
<b>Progress Indicator</b>
<b><i>Reading</i></b>
<ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</li> <li>• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RI.1.1. Ask and answer questions about key details in a text.</li> <li>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul>
<b><i>Writing</i></b>
<ul style="list-style-type: none"> <li>• W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>• W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>• W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b><i>Speaking &amp; Listening</i></b>
<ul style="list-style-type: none"> <li>• SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul>
<b><i>Language</i></b>

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

### **Interdisciplinary/21st Century Connections**

#### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

#### **Discipline**

#### **Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)**

#### **Science**

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

#### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

<b>Unit Title</b>	Parts of the Body
<b>Unit Duration</b>	5 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will learn parts of the body. Each grade level will review different parts of the body such as face, arms/legs, hands/fingers, feet/toes.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can one name parts of their body in the target language?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Learning another language connects us to a greater world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Identify parts of the body in the target language. (Hands, feet, finger, toes, shoulder, knees). Parts of the body (head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms)</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	

NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<i>Presentation Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
<b>World Language Practices</b>	
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural	

understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

**NJ: 2016 SLS: English Language Arts**

**NJSLS Performance Expectations**

**Progress Indicator**

***Reading***

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

***Writing***

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



<i>Speaking &amp; Listening</i>	
<ul style="list-style-type: none"> <li>• SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul>	
<i>Language</i>	
<ul style="list-style-type: none"> <li>• L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</li> <li>• L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>	
<b>2020 SLS: Computer Science &amp; Design Thinking</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>	
<ul style="list-style-type: none"> <li>• 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> <li>• 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)</b>
Science	<ul style="list-style-type: none"> <li>• 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</li> </ul>
Health/PE	<ul style="list-style-type: none"> <li>• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> </ul>

<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<b>Time/General</b> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<b>Processing</b> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<b>Tests/Quizzes/Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>

<ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
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### ELL, Enrichment, Gifted & Talented Strategies

#### Accommodations Based on Students' Individual Needs

#### ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length

- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter 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
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

## Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.