

Part I	Curriculum Guide	
	Semester 1:	Semester 2:
Pacing Guide	Unit 1: Wildlife: 28 Days Unit 2: Career Awareness: 28 Days Unit 3: Geography: 28 Days Midterm and Review: 2 Days	Unit 4: Celebrations: 28 Days Unit 5: Travel: 28 Days Unit 6: Famous People: 28 Days Final Exam and Review: 2 Days

Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.

Standards	<p>Unit 1:</p> <p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Unit 4:</p> <p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. 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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

8.1.2.A.4 Create a document with text using a word processing program.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.

Unit 2:

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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Unit 5

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

.RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Unit 3:

7.1.NH.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.3 Describe in writing people and things from the home and school environment.
7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support

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Unit 6

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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Benchmark Assessments	Unit 1 Test Unit 2 Test Unit 3 Test Midterm	Unit 4 Test Unit 5 Test Unit 6 Test Final
District Required Resources	<p>Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) ISBN-13: 978-1-133-30958-1</p> <p>Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ISBN: 0-205-27553-2</p> <p>¡Asi se dice! Spanish II Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9</p>	<p>Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) ISBN-13: 978-1-133-30958-1</p> <p>Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ISBN: 0-205-27553-2</p> <p>¡Asi se dice! Spanish II Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9</p>
Modifications for At-Risk Students	<ul style="list-style-type: none"> • Modify activities/assignments/projects/assessments • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Modify Amount • Adjust Pacing of Content • Small Group Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Lower-Level Text • Guided Notes • Graphic Organizers 	

<p style="text-align: center;">Modifications for Gifted Students</p>	<ul style="list-style-type: none"> • Modify activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Adjust Pacing of Content • Small Group Enrichment • Individual Enrichment • Higher-Level Text
<p style="text-align: center;">Modifications for English Learners</p>	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ Grade appropriate WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Oral Language
<p style="text-align: center;">Modifications for Special Education</p>	<ul style="list-style-type: none"> • Modify activities/assignments/projects/assessments • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Modify Content • Modify Amount • Adjust Pacing of Content • Small Group Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materia • Lower-Level Text • Guided Notes • Graphic Organizers • Other Modifications for Special Education as indicated by the IEP
<p style="text-align: center;">21st Century Themes</p>	<ul style="list-style-type: none"> ➤ Global Awareness ➤ Financial, Economic, Business and Entrepreneurial Literacy ➤ Civic Literacy ➤ Health Literacy ➤ Environmental

Required 21st Century Life and Careers Standards

Career Ready Practices:

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

9.1 Personal Financial Literacy - Income And Careers

**9.2 Career Awareness, Exploration, And Preparation -
Career Awareness**

<p>9.1.12.A.1 Differentiate among the types of taxes and employee benefits.</p> <p>9.1.12.A.2 Differentiate between taxable and nontaxable income.</p> <p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p> <p>9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.</p> <p>9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.</p> <p>9.1.12.A.11 Explain the relationship between government programs and services and taxation.</p> <p>9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice</p>	<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p> <p>9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability</p>
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Interdisciplinary Connections

Art, Language Arts, Personal Finance, Science, Social Studies, Technology

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 1: Wildlife
Enduring Understandings	<ul style="list-style-type: none">• Speaking about wildlife in the target language will help me gain a better perspective about the culture of the language of study.• Becoming aware of the elements of the wildlife where we live is an essential part of the language experience.• Analyzing texts for structure, purpose, and viewpoint allow s an effective reader to gain insight and strengthen understanding.
Essential Questions	<ul style="list-style-type: none">• What are the ecosystems of the target culture?• What animals live in the ecosystems studied?• How do the animals live?• How are these ecosystems compared to those of where I live?• How does this help me understand the target culture?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

<ul style="list-style-type: none"> • Links should be explicitly made between past learning and new concepts • Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> • Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. • Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> • The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ • At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: • http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: communicate ideas in the target language about wildlife at the respective level of proficiency. • SWBAT: answer questions such as who, what, where, when, and how about key details in a text related to wildlife. • SWBAT: recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources. • SWBAT: interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals • SWBAT: recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources. • SWBAT: recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources. • SWBAT: demonstrate comprehension of brief oral and written messages about migratory animals from culturally authentic materials. • SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. • SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. • SWBAT: understand short text enhanced by visual clues when reading. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Así se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Así se dice!: Workbook and Audio Activities • ¡Así se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. • SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. • SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. • SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: match text to the illustrations to find key ideas. • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). • SWBAT: identify adjectives when describing people, places, and events within a text. • SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. 		
Summative Assessments		Exemplar Lessons
<i>Unit 1 Test</i>		

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 2: Career Awareness
Enduring Understandings	<ul style="list-style-type: none">• Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters• Demonstrate comprehension of conversations and written information in a variety of topics.• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary• Use digital tools to participate in short conversations and to exchange information related to target themes.• Use knowledge about cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
Essential Questions	<ul style="list-style-type: none">• What do I want to do after high school?• What are different careers that are available?• How does the economy impact or change my options?• What are the highest paying jobs in my area and that of the target culture?• How can my learning a foreign language impact my career opportunities?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

<ul style="list-style-type: none"> • Links should be explicitly made between past learning and new concepts • Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> • Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. • Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> • The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ • At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: • http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: identify different types of career paths • SWBAT: understand the value of speaking more than on language • SWBAT: understand vocabulary associated with jobs and careers • SWBAT: explain careers and vocations of target language's culture • SWBAT: identify real-life connections between words and their use (e.g., describe foods that are sweet). • SWBAT: distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny). • SWBAT: identify the main topic of a paragraph. • SWBAT: make connections with other key words in a text to determine the meaning of words and phrases • SWBAT: use sentence level context. • SWBAT: read grade-level text with purpose and understanding. • SWBAT: read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • SWBAT: confirm or self-correct words using context. • SWBAT: match text to the illustrations to find key ideas. • SWBAT: use illustrations and key details in a story to describe the elements of a story. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Asi se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). • SWBAT: distinguish vowel sounds of the target language. • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. • SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. 		
Summative Assessments		Exemplar Lessons
Unit 2 Test		

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 3: Geography
Enduring Understandings	<ul style="list-style-type: none">• Geography and the makeup of where we live plays a major role in language development and acquisition.• Exploring geography and lands expands the opportunities for interdisciplinary experiences.• Demonstrate comprehension of conversations and written information in a variety of topics.• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary• Use digital tools to participate in short conversations and to exchange information related to target themes.
Essential Questions	<ul style="list-style-type: none">• What is the makeup of the geography of my state?• What is the makeup of the geography of the target culture?• How does geography impact the opportunities for language study?• What geographical elements are present in the community of Bridgeton?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/. The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#_Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm%20Core_Volcabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

Resources: Scaffolds, Charts Diagrams and Technology

Rationale

- Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.
- Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own.

Recommended Resources

- The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <http://www.state.nj.us/education/cccs/frameworks/>
- At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:
- <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf>
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/>

How will the instruction be differentiated for all learners?

Differentiated instruction for all learners will be provided via several of the following possible modalities:

Achieve 3000
Visual and Graphic organizers
Guided notes
Collaborative Learning Strategies
Rubric-based Research papers
Primary Source analyses
PowerPoint presentations
Letter writing
Essay writing (persuasive, research)
Role-playing
In-class debate
Film analyses
Group discussion/activities
Open ended responses (verbal and written)
Alternative assessments
Music performance
Film creation
Visual/Graphic presentations

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: communicate ideas in the target language about geography at the respective level of proficiency. • SWBAT: explain the geography of their local community • SWBAT: explain the geography of their home state • SWBAT: describe the geography of the target language countries • SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. • SWBAT: understand short text enhanced by visual clues when reading. • SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. • SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. • SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. • SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: match text to the illustrations to find key ideas. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Así se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Así se dice!: Workbook and Audio Activities • ¡Así se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. • SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. 		
Summative Assessments		Exemplar Lessons
Unit 3 Test		

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 4: Celebrations
Enduring Understandings	<ul style="list-style-type: none">• Ability to demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.• Knowledge to give and follow a series of directions related to a cultural celebration.• Understand differences and similarities of religious and secular celebrations• Ask and respond to questions, make requests, and express preferences related to celebrations of milestone events within the target culture(s)• Recombine basic information at the word and sentence level to create a multi-media presentation that compares and contrasts celebrations of milestone event(s) in the home and target culture(s).
Essential Questions	<ul style="list-style-type: none">• What are the celebrations of the target language's culture(s)?• How are milestones, such as birthdays or marriages celebrated?• What are the customs of the target language's celebrations?• How do celebrations compare with those of the US?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/. The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#_Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>
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Lessons

Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: identify culture-specific holidays, as found in culturally authentic video/audio/written texts. • SWBAT: identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts. • SWBAT: recognize names of family members as found in culturally authentic video/audio/written texts. • SWBAT: identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. • SWBAT: describe celebrations in the home and target cultures. • SWBAT: express likes, dislikes, and preferences related to activities associated with celebrations. • SWBAT: perform a culturally authentic song/poem associated with a particular target culture celebration. • SWBAT: create an invitation related to a target culture celebration. • SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. • SWBAT: understand short text enhanced by visual clues when reading. • SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Así se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Así se dice!: Workbook and Audio Activities • ¡Así se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. • SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. • SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: match text to the illustrations to find key ideas. • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. 		
Summative Assessments		Exemplar Lessons
Unit 4 Test		

Part II	<h2 style="margin: 0;">Instructional Planning Guide</h2> <p style="margin: 0;"><i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i></p>
	<h3 style="margin: 0;">Unit 5: Travel</h3>
Enduring Understandings	<ul style="list-style-type: none"> • Communicating ideas about traveling can enhance my opportunities and expand my knowledge about the target culture. • Traveling is a very important component of learning a foreign language. • Speaking about traveling plans may help me organize my ideas about my own personal and/or professional future goals. • Virtual traveling can be an alternative to physically travelling and can help in language acquisition. • Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary • Use digital tools to participate in short conversations and to exchange information related to target themes. • Use knowledge about cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
Essential Questions	<ul style="list-style-type: none"> • What would a dream vacation to a country of my language of study look like? • Why is traveling or talking about traveling plans important when learning a foreign language? • How is traveling viewed or regarded in the target culture? • How is traveling viewed in my own culture? • What are some of the factors that play a role in traveling? • Why do people travel? • What is virtual traveling?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/. The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#_Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm%20Core_Volcabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.• Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/• At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:• http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>
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Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: communicate ideas in the target language about travel plans at the respective level of proficiency. • SWBAT: explain what would a dream vacation to a country of my language of study look like? • SWBAT: explain why traveling or talking about traveling plans important when learning a foreign language? • SWBAT: understand how traveling is viewed or regarded in the target culture? • SWBAT : show how traveling is viewed in their own culture? • SWBAT: explain some of the factors that play a role in traveling? • SWBAT: show why people travel? • SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. • SWBAT: understand short text enhanced by visual clues when reading. • SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. • SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. • SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Así se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Así se dice!: Workbook and Audio Activities • ¡Así se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: match text to the illustrations to find key ideas. 		
Summative Assessments		Exemplar Lessons
Unit 5 Test		

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 6: Famous People
Enduring Understandings	<ul style="list-style-type: none">• Speaking about famous people and their accomplishments can help me understand the target culture better.• Famous people may be regarded differently in the target culture.• Fame and accomplishments are measured by the culture in which you live.• Exploring my own goals and wishes for the future may help me view fame and accomplishments from a different perspective.• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary• Use digital tools to participate in short conversations and to exchange information related to target themes.
Essential Questions	<ul style="list-style-type: none">• Who are the famous people of the target culture and what are their accomplishments?• How do famous people of the target culture and their accomplishments compare/contrast to those of the famous people where I live?• How are famous people regarded in the target culture?• Do I wish to be famous in the future, why, why not?

Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/. The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6). 	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#_Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>
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Lessons

Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> • SWBAT: communicate ideas in the target language about famous people at the respective level of proficiency. • SWBAT: explain who the famous people of the target culture are and what are their accomplishments? • SWBAT: understand how famous people of the target culture and their accomplishments compare/contrast to those of the famous people where I live? • SWBAT: describe how famous people are regarded in the target culture? • SWBAT: explain if you wish to be famous in the future, why, why not? • SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. • SWBAT: understand short text enhanced by visual clues when reading. • SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. • SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. • SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: match text to the illustrations to find key ideas. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Así se dice! Spanish II Textbook McGraw Hill Education (Spanish) <p><u>Additional Materials:</u></p> <ul style="list-style-type: none"> • ¡Así se dice!: Workbook and Audio Activities • ¡Así se dice!: Digital Resource Sampler <p><u>Internet Resources:</u></p> <ul style="list-style-type: none"> • www.123teachme.com • www.Spanish4teachers.com • www.lifeprint.com • www.signlanguage101.com • www.Quizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Various Media/Audio clips • Handouts/Graphs/Vocabulary 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding • Lead Discussion • Guided Notes • Create and monitor group activities • Facilitate group discussions • PowerPoints • Real World Application • Technology based learning

<ul style="list-style-type: none"> • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. • SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. 		
Summative Assessments		Exemplar Lessons
Unit 6 Test		

PART III	Lesson Plans
	<p><i>Part III consists of the lesson plans developed by the classroom teacher. When developing lesson plans, teachers are to consider the unique needs of learners within their classroom. Lesson plans should consist of instructional strategies that are engaging, include high order thinking, promote student discussion, and provide support for all students. The recommended template for lesson planning is the Gradual Release of Responsibility. http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/ Lesson Plans must be uploaded to Genesis.</i></p>