

<b>Part I</b>	<b>Curriculum Guide</b>	
	<b>Semester 1:</b>	<b>Semester 2:</b>
<b>Pacing Guide</b>	Unit 1: Health: 28 Days Unit 2: Service and Community: 28 Days Unit 3: Semester Abroad: 28 Days Midterm and Review: 2 Days	Unit 4: Art: 28 Days Unit 5: Careers and Technology: 28 Days Unit 6: Storytelling: 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.*

<b>Standards</b>	<p><b>Unit 1:</b></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.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</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><b>Unit 4:</b></p> <p>7.1.IL.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.</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 <a href="#">virtually</a> with a target language audience.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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>
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NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
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.  
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.IL.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.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  
7.1.IL.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.IL.C.5 Explain the cultural perspective associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.  
7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.  
7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.  
7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.  
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.

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.  
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**Unit 5**

7.1.IL.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.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.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  
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.  
7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.  
7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.  
7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.  
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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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 3:**

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

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.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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 6**

7.1.IL.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.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.

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

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.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

<p>7.1.IL.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.</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.C.5 Explain the cultural perspective associated with a few cultural <a href="#">products</a> and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</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>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.</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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>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.</p> <p>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.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <p>8.1.2.A.4 Create a document with text using a word processing program.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.</p>
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<b>Benchmark Assessments</b>	Unit 1 Test Unit 2 Test Unit 3 Test Midterm	Unit 4 Test Unit 5 Test Unit 6 Test Final
<b>District Required Resources</b>	<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 &amp; II Pearson Education (American Sign Language)          ISBN: 0-205-27553-2</p> <p>¡Asi se dice! Spanish III 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 &amp; II Pearson Education (American Sign Language)          ISBN: 0-205-27553-2</p> <p>¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)          ISBN: 978-0-02-138818-9</p>
<b>Modifications for At-Risk Students</b>	<ul style="list-style-type: none"> <li>• Modify activities/assignments/projects/assessments</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Modify Content</li> <li>• Modify Amount</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Intervention/Remediation</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Materials</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul>	

<p><b>Modifications for Gifted Students</b></p>	<ul style="list-style-type: none"> <li>● Modify activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>
<p><b>Modifications for English Learners</b></p>	<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>            Grade appropriate WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Reading</li> <li>● Writing</li> <li>● Oral Language</li> </ul>
<p><b>Modifications for Special Education</b></p>	<ul style="list-style-type: none"> <li>● Modify activities/assignments/projects/assessments</li> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Modify Amount</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materia</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Other Modifications for Special Education as indicated by the IEP</li> </ul>

Bridgeton Public School District

Grade Level: 11<sup>th</sup>-12<sup>th</sup>

Content: World Language III

Date: August 2019

<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"><li>➤ Global Awareness</li><li>➤ Financial, Economic, Business and Entrepreneurial Literacy</li><li>➤ Civic Literacy</li><li>➤ Health Literacy</li><li>➤ Environmental</li></ul>
<b>Required 21<sup>st</sup> Century Life and Careers Standards</b>	



**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. 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. 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>
<b>Interdisciplinary Connections</b>	
<b>Art, Language Arts, Personal Finance, Science, Social Studies, Technology</b>	

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 1: Health</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Becoming aware of the elements of the community that provide assistance in staying fit and healthy</li><li>• Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li><li>• Partaking in family outings and nature is an important aspect of life.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</li><li>• Use digital tools to participate in short conversations and to exchange information related to target themes.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How do people in Bridgeton stay fit and healthy?</li><li>• Where in my community can I go for fitness?</li><li>• What types of food are considered nutrition?</li><li>• What is the importance of being outdoors?</li><li>• What items are essential to survive in the outdoors?</li><li>• How do outdoor activities compare culturally?</li></ul>
<b>Component/Rationale/Recommended Resources</b>	

<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>          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).</li> </ul>	<p><i>Add Language Objectives</i></p>
<p><b>Teaching Academic Vocabulary: Cognates</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.</li> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: <a href="http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4">http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4</a></p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p><a href="http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf">http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf</a></p>
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<ul style="list-style-type: none"> <li>• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.</li> </ul>	
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<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: read, write and discuss the following topics: diet/nutrition, physical activities, injuries/illnesses and daily routine.</li> <li>• SWBAT: demonstrate listening skills on health and nutrition.</li> <li>• SWBAT: develop self-confidence and interpersonal skills.</li> <li>• SWBAT: demonstrate the understanding of regular physical activity and how it affects their personal fitness.</li> <li>• SWBAT: identify exercises that impact on the major body systems.</li> <li>• SWBAT: identify the purpose of safety and rules for activity.</li> <li>• SWBAT: demonstrate listening skills on safety awareness.</li> <li>• SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>• SWBAT: understand short text enhanced by visual clues when reading.</li> <li>• SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)</li> <li>• Learning American Sign Language: Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Asi se dice!: Workbook and Audio Activities</li> <li>• ¡Asi se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>

<ul style="list-style-type: none"> <li>• SWBAT: match text to the illustrations to find key ideas.</li> <li>• SWBAT: use illustrations and key details in a story to describe the elements of a story.</li> <li>• SWBAT: use verbs in communicating ideas about the unit theme.</li> <li>• SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension).</li> <li>• SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.</li> <li>• SWBAT: identify adjectives when describing people, places, and events within a text.</li> <li>• SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.</li> </ul>		
<b>Summative Assessments</b>		<b>Exemplar Lessons</b>
<i>Unit 1 Test</i>		

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 2: Service and Community</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Knowing what and who governs the community.</li><li>• Understanding the people and their background that live in the community.</li><li>• Relating to the community in a way that gives back.</li><li>• Understanding the services provided in the community.</li><li>• Showing how you can be involved in the community.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• Who are the members of the local government?</li><li>• What are some services that are available in the community?</li><li>• What is the makeup of the community: ethnically, racially, and religiously?</li><li>• What are ways I can contribute to my community?</li><li>• Why is service in the community important?</li><li>• What are some school service activities available?</li></ul>



Component/Rationale/Recommended Resources	
<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a> 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).</li> </ul>	<p><i>Add Language Objectives</i></p>
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<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: identify some of the services that are available in their community.</li> <li>• SWBAT: show how they can become involved in their community.</li> <li>• SWBAT: understand the relationship between the service and community.</li> <li>• SWBAT: explain how their local government and community is made up.</li> <li>• SWBAT: understand the ethnic, racial, and religious make up of their community.</li> <li>• SWBAT: make connections to their school through service in their community.</li> <li>• SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>• SWBAT: understand short text enhanced by visual clues when reading.</li> <li>• SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: match text to the illustrations to find key ideas.</li> <li>• SWBAT: use verbs in communicating ideas about the unit theme.</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)</li> <li>• Learning American Sign Language: Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Así se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Así se dice!: Workbook and Audio Activities</li> <li>• ¡Así se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>

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<b>Summative Assessments</b>		<b>Exemplar Lessons</b>
<b>Unit 2 Test</b>		

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 3: Semester Abroad</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Comprehending the purpose of studying abroad</li><li>• Recognizing the culture differences from the United States and another country</li><li>• Academics and activities reflect cultural and personal identities.</li><li>• Travel experiences shape our global perspective.</li><li>• The layout of a city reflects the culture and history of the civilizations that have occupied it.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• Why students study abroad?</li><li>• What is the purpose?</li><li>• What are the different holidays that are celebrated in different target language countries?</li><li>• What types of tradition food are eaten in the target country?</li><li>• How is school scheduled in the target country?</li><li>• How do I succeed in school?</li><li>• How do I plan for a trip?</li></ul>

**Component/Rationale/Recommended Resources**

<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></li> </ul> <p>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>	<p><i>Add Language Objectives</i></p>
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**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>  
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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

<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: read, write and discuss the following topics: school life, local customs, food, and local history.</li> <li>• SWBAT: develop self-confidence and interpersonal skills to effectively communicate abroad.</li> <li>• SWBAT: demonstrate the understanding of university life in the target culture.</li> <li>• SWBAT: identify elements to successfully study abroad.</li> <li>• SWBAT: identify the purpose for studying in a foreign country.</li> <li>• SWBAT: demonstrate listening skills to coexist with locals and their customs.</li> <li>• SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>• SWBAT: understand short text enhanced by visual clues when reading.</li> <li>• SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: match text to the illustrations to find key ideas.</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)</li> <li>• Learning American Sign Language: Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Asi se dice!: Workbook and Audio Activities</li> <li>• ¡Asi se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>



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

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 4: Art</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding how the arts are essential to a culture.</li><li>• Knowing that the arts of a particular culture affects their traditions.</li><li>• Recognizing that artists from various cultures affects and influences the arts of other cultures.</li><li>• Showing that arts impact culture and community, both here and in the target culture.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• Who are the most influential artists from target language speaking countries?</li><li>• What are some of the important movements in art and when did they happen?</li><li>• What materials are used to produce art?</li><li>• How does art affect culture and vice versa?</li></ul>

Component/Rationale/Recommended Resources	
<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>            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).</li> </ul>	<p><i>Add Language Objectives</i></p>
<p><b>Teaching Academic Vocabulary: Cognates</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.</li> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: <a href="http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4">http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4</a></li> </ul>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p><a href="http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf">http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</a></p>
<p><b>Background Knowledge</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic.</li> <li>• Links should be explicitly made between past learning and new concepts</li> <li>• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.</li> </ul>	<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><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><b>Rationale</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"><li>• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <a href="http://www.state.nj.us/education/cccs/frameworks/">http://www.state.nj.us/education/cccs/frameworks/</a></li><li>• 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:</li><li>• <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</a> <a href="http://www.state.nj.us/education/modelcurriculum/ela/exemplars/">http://www.state.nj.us/education/modelcurriculum/ela/exemplars/</a></li></ul>	<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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<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: read, write and discuss the following topics: arts and architecture.</li> <li>• SWBAT: identify some of the arts in the target culture.</li> <li>• SWBAT: show how the arts have played a role in the target culture.</li> <li>• SWBAT: understand the relationship between the arts and culture.</li> <li>• SWBAT: explain how that arts of the target culture have inspired our culture.</li> <li>• SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>• SWBAT: understand short text enhanced by visual clues when reading.</li> <li>• SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: match text to the illustrations to find key ideas.</li> <li>• SWBAT: use verbs in communicating ideas about the unit theme.</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)</li> <li>• Learning American Sign Language: Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Asi se dice!: Workbook and Audio Activities</li> <li>• ¡Asi se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>

<ul style="list-style-type: none"> <li>• SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension).</li> <li>• SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.</li> <li>• SWBAT: identify adjectives when describing people, places, and events within a text.</li> <li>• SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.</li> </ul>		
<b>Summative Assessments</b>		<b>Exemplar Lessons</b>
<b>Unit 4 Test</b>		

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 5: Careers and Technology</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding technology changes the manner in which we problem-solve and manage our careers.</li><li>• Explaining how technology progress presents new possibilities and opportunities in the career field.</li><li>• Knowing that technology impacts our plans, careers and professions both now and in the future.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What skills should a person learn about the different technology?</li><li>• How is this digital tool able to improve collaboration and communication?</li><li>• What are some of the new technology terms and tools?</li><li>• What types of careers rely on technology?</li><li>• How can I keep up with technology trends in our rapidly changing future?</li><li>• What are some of the technology and career choices available in the target culture?</li><li>• Why do technology and careers play a major part in our lives?</li></ul>

Component/Rationale/Recommended Resources	
<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>            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).</li> </ul>	<p><i>Add Language Objectives</i></p>
<p><b>Teaching Academic Vocabulary: Cognates</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.</li> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: <a href="http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4">http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4</a></li> </ul>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p><a href="http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm%20Core_Volcabulary_Terms.pdf">http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm%20Core_Volcabulary_Terms.pdf</a></p>
<p><b>Background Knowledge</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic.</li> <li>• Links should be explicitly made between past learning and new concepts</li> <li>• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.</li> </ul>	<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><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><b>Rationale</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"><li>• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <a href="http://www.state.nj.us/education/cccs/frameworks/">http://www.state.nj.us/education/cccs/frameworks/</a></li><li>• 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:</li><li>• <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</a> <a href="http://www.state.nj.us/education/modelcurriculum/ela/exemplars/">http://www.state.nj.us/education/modelcurriculum/ela/exemplars/</a></li></ul>	<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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<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: read, write and discuss the following topics: technology, careers, and workplace.</li> <li>• SWBAT: identify the different careers available in the target culture.</li> <li>• SWBAT: show how technology plays a role in the workplace.</li> <li>• SWBAT: understand the relationship between technology and career choices.</li> <li>• SWBAT: explain how technology is shaping the future of the target culture</li> <li>• SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>• SWBAT: understand short text enhanced by visual clues when reading.</li> <li>• SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</li> <li>• SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: match text to the illustrations to find key ideas.</li> <li>• SWBAT: use verbs in communicating ideas about the unit theme.</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)</li> <li>• Learning American Sign Language: Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Asi se dice!: Workbook and Audio Activities</li> <li>• ¡Asi se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>

<ul style="list-style-type: none"> <li>• SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension).</li> <li>• SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language.</li> <li>• SWBAT: identify adjectives when describing people, places, and events within a text.</li> <li>• SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study.</li> </ul>		
<b>Summative Assessments</b>		<b>Exemplar Lessons</b>
Unit 5 Test		

<b>Part II</b>	<b>Instructional Planning Guide</b> <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>
	<b>Unit 6: Storytelling</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Knowing people around the world have traditional stories worth retelling to carry on their culture.</li><li>• Understanding narratives use voice, personalization, as well as critical events to define a desired outcome and propose an ideal moral identity.</li><li>• Showing how societal, familial, and personal tradition guide individuals in establishing an identity.</li><li>• Explaining how narration and storytelling provide a positive framework in describing morality it terms of relatable and personal life events.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How long have we had stories?</li><li>• Why do people tell stories?</li><li>• What is the role of stories in our lives?</li><li>• What do stories tell us about ourselves?</li><li>• What are the main ideas for oral traditions?</li><li>• What differentiates fiction from non-fiction? What are the characteristics of some of the different sub-categories of fiction?</li><li>• What are some unique characteristics specific to fantasy? Storytelling? Historical fiction? Trauma? How do these special characteristics interact to create an original piece of fiction?</li><li>• In what ways do written stories provide a personal and relatable basis for establishing an expected set of values or behaviors? In what ways does oral storytelling do the same?</li><li>• What are some main differences and similarities in oral and written storytelling? Which one is more effective?</li></ul>

<b>Component/Rationale/Recommended Resources</b>	
<p><b>Lesson Plans: Content and Language Objectives</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• Language objectives are essential to support the linguistic development of students.</li> <li>• They should be based on the four domains in language: Speaking, Listening, Reading and Writing</li> </ul> <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none"> <li>• Please refer to WIDA Can Do Descriptors <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>            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).</li> </ul>	<p><i>Add Language Objectives</i></p>
<p><b>Teaching Academic Vocabulary: Cognates</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.</li> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: <a href="http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4">http://www.esdict.com/English-Spanish-Cognates.html#Wvezm4WcGS4</a></li> </ul>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p><a href="http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf">http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</a></p>
<p><b>Background Knowledge</b></p> <p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Recommended Resources</u></p> <ul style="list-style-type: none"> <li>• Concepts should be directly linked to students’ background experience. This experience can be personal, cultural or academic.</li> <li>• Links should be explicitly made between past learning and new concepts</li> <li>• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.</li> </ul>	<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><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><b>Rationale</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul> <p><b>Recommended Resources</b></p> <ul style="list-style-type: none"><li>• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <a href="http://www.state.nj.us/education/cccs/frameworks/">http://www.state.nj.us/education/cccs/frameworks/</a></li><li>• 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:</li><li>• <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</a> <a href="http://www.state.nj.us/education/modelcurriculum/ela/exemplars/">http://www.state.nj.us/education/modelcurriculum/ela/exemplars/</a></li></ul>	<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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<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: answer questions posed about key details in fiction and non-fiction text.</li> <li>• SWBAT: use photographs in fiction and non-fiction text.</li> <li>• SWBAT: identify the chronological order using temporal words (First, Next, Last) to organize ideas and information.</li> <li>• SWBAT: use illustration and key details in a story to describe characters and setting.</li> <li>• SWBAT: identify words or phrases in stories that suggest feelings or appeal to the senses.</li> <li>• SWBAT: compare and contrast a characters adventures and experiences in stories.</li> <li>• SWBAT: read appropriate level text with accuracy and support.</li> <li>• SWBAT: listen or read poems with prompting and support.</li> <li>• SWBAT: use describing words in text that appeals to the senses.</li> <li>• SWBAT: retell a story including key details learned from text into logical order.</li> <li>• SWBAT: answer questions posed about key details in a story and focus on comprehension and comparing details.</li> <li>• SWBAT: identify words that describe feelings and senses.</li> <li>• SWBAT: write a story about a topic of their choice.</li> <li>• SWBAT read, write and discuss the following topics: fairy tales, “When I was young”, action/adventure stories, and cinema</li> </ul>	<p><b><u>Textbooks:</u></b></p> <ul style="list-style-type: none"> <li>• Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning ( French)</li> <li>• Learning American Sign Language: Florida Edition, Levels I &amp; II Pearson Education (American Sign Language)</li> <li>• ¡Asi se dice! Spanish III Textbook McGraw Hill Education (Spanish)</li> </ul> <p><b><u>Additional Materials:</u></b></p> <ul style="list-style-type: none"> <li>• ¡Asi se dice!: Workbook and Audio Activities</li> <li>• ¡Asi se dice!: Digital Resource Sampler</li> </ul> <p><b><u>Internet Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.123teachme.com">www.123teachme.com</a></li> <li>• <a href="http://www.Spanish4teachers.com">www.Spanish4teachers.com</a></li> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.signlanguage101.com">www.signlanguage101.com</a></li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://www.Myhq.com/public/v/a/vanderwerken">www.Myhq.com/public/v/a/vanderwerken</a></li> <li>• University of Texas French Grammar</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Various Media/Audio clips</li> <li>• Handouts/Graphs/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down the task</li> <li>• Dictation exercises</li> <li>• Providing step-by-step prompts</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed Questioning and Responses</li> <li>• Sequence Tasks from Easy to Difficult</li> <li>• Individual/Small-Group/Whole Class Instruction</li> <li>• Think Aloud</li> <li>• Active Participation</li> <li>• Warm-Up Activities</li> <li>• Meaningful Real Life Connections</li> <li>• Modeling</li> <li>• Goal Setting</li> <li>• Graphic Organizers</li> <li>• Scaffolding</li> <li>• Lead Discussion</li> <li>• Guided Notes</li> <li>• Create and monitor group activities</li> <li>• Facilitate group discussions</li> <li>• PowerPoints</li> <li>• Real World Application</li> <li>• Technology based learning</li> </ul>

Bridgeton Public School District  
Content: World Language III

Grade Level: 11<sup>th</sup>-12<sup>th</sup>  
Date: August 2019

<b>Summative Assessments</b>	<b>Exemplar Lessons</b>
Unit 6 Test	



<b>PART III</b>	<b>Lesson Plans</b>
	<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. <a href="http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/">http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/</a> Lesson Plans must be uploaded to Genesis.</i></p>