Part I	**Curriculum Guide**	
	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.	
	Semester 1:	**Semester 2:**
Pacing Guide	Unit 1: Politics and Government: 28 Days Unit 2: Current Events: 28 Days Unit 3: Going Green: 28 Days Midterm and Review: 2 Days	Unit 4: Media : 28 Days Unit 5: The Arts: 28 Days Unit 6: Semester Abroad: 28 Days Final Exam and Review: 2 Days

| Standards | Unit 1:

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
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.
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. | Unit 4:

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
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.
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. |
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Bridgeton Public School District

Grade Level: 11th-12th

Content: World Language IV

Date: August 2019

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.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.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
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.

Unit 5
7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
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.

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.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target

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 6

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

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.

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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.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

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.

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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.

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	Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) ISBN-13: 978-1-133-30958-1 Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ISBN: 0-205-27553-2 ¡Asi se dice! Spanish IV Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9	Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) ISBN-13: 978-1-133-30958-1 Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ISBN: 0-205-27553-2 ¡Asi se dice! Spanish IV Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9
Modifications for At-Risk Students	- 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	

Modifications for Gifted Students	• 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

Modifications for English Learners	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/
	Grade appropriate WIDA Can Do Descriptors:
	    • Listening
	    • Speaking
	    • Reading
	    • Writing
	    • Oral Language

Modifications for Special Education	• 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

21st Century Themes	➢ 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
9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.2 Differentiate between taxable and nontaxable income. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 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. 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice. 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. 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services. 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income. 9.1.12.A.11 Explain the relationship between government programs and services and taxation. 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. 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice	9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 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. 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability

Interdisciplinary Connections

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

Part II	Instructional Planning Guide *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.*
	Unit 1: Politics and Government
Enduring Understandings	• Becoming aware of the elements of the community where we live is an essential part of the language experience. • Understanding the basic ideas of the government in the USA and the target culture. • Explaining ways to become a more active citizen in their home community. • Showing how people in the target language's culture involve themselves in the political system.
Essential Questions	• How do our local, state and federal governments compare and contrast with those of target language speakers? • What major issues are people and governments of these nations concerned with? • How can I take an active role in improving my community? • How do target language speakers take an active role in their community? • What forms do persuasive and expository discourses take in the target language?

Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives Rationale • 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 Recommended Resources: • 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).	*Add Language Objectives*
Teaching Academic Vocabulary: Cognates Rationale • 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. Recommended Resources • 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. 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	*Applicable Tier 2 and Tier 3 Vocabulary available at:* *http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf*
Background Knowledge Rationale • 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. Recommended Resources • Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.	*List necessary prerequisite knowledge* *Discuss misconceptions* *This section applies to all learners*

- 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.

Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
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/	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
• SWBAT: identify the political system in their community and in the target culture. • SWBAT: show how they can become involved in their community. • SWBAT: understand the relationship between the people and the government. • SWBAT: explain how their local government and community is made up. • SWBAT: understand the ethnic, racial, and religious make-up of the country. • SWBAT: make connections between local and state governments. • SWBAT: become involved in the political process, including knowledge of the different aspects in their local, state, and federal government. • 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.	**Textbooks:** • 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 IV Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- SWBAT: match text to the illustrations to find key ideas.
- 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 1 Test	

Part II	**Instructional Planning Guide** *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.*
	Unit 2: Current Events
Enduring Understandings	• Understanding in an increasingly global economy and society, important events in remote corners of the world have an increasingly large effect on the world as a whole. • Knowing differing cultures can view significant events in varying ways and from different points of view. • Explaining how effective readers use a variety of strategies to make sense of key ideas and details presented in a text. • Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
Essential Questions	• What are some events occurring around the world today that are of particular importance? • How did these events occur? What is their historical background? • How can the problems causing these events potentially be solved? • How do these events relate to me? • What can I do to help bring about these solutions?

Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives Rationale • 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 Recommended Resources: • 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).	*Add Language Objectives*
Teaching Academic Vocabulary: Cognates Rationale • 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. Recommended Resources • 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. 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	*Applicable Tier 2 and Tier 3 Vocabulary available at:* *http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf*
Background Knowledge Rationale • 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. Recommended Resources • Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.	*List necessary prerequisite knowledge* *Discuss misconceptions* *This section applies to all learners*

- 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.

Resources: Scaffolds, Charts Diagrams and Technology <u>Rationale</u> • 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. <u>Recommended Resources</u> • 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**
• SWBAT: understand events going on in their local community. • SWBAT: research topics and events that are affecting the USA. • SWBAT: find current issues that are being faced by the target language's culture. • SWBAT: find issues that are of global importance. • 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. • 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).	**Textbooks:** • 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 IV Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- 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** *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.*
	Unit 3: Going Green
Enduring Understandings	• Describe in writing creative environmental products and practices from the home and target cultures. • Identify words and phrases associated with creative environmental products and practices of the target culture • Understanding the concept Going Green as it related to the target culture is a key concept moving forward in exploring the target culture. • Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources. • Identify renewable resources as found in authentic materials from electronic information sources and other sources. • Explain the similarities recycling and environmental products and practices in home and target cultures.
Essential Questions	• What are names of commonly recycled electronic items? (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games) • What are names of commonly recycled automobile parts? (e.g. batteries, tires, and spark plugs) • Which symbols of recycling are used in target culture? • How many types of renewable resources, such as water, electricity, and paper are available in target culture?

Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives Rationale • 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 Recommended Resources: • 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).	*Add Language Objectives*
Teaching Academic Vocabulary: Cognates Rationale • 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. Recommended Resources • 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. 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	*Applicable Tier 2 and Tier 3 Vocabulary available at:* *http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf*
Background Knowledge Rationale • 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. Recommended Resources • 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.	*List necessary prerequisite knowledge* *Discuss misconceptions* *This section applies to all learners*

Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
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/	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
• SWBAT: identify creative environmental practices and products of the target culture • SWBAT: identify the main ideas in authentic articles from electronic information sources and other sources about the importance of Going Green. • SWNAT: exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices. • SWBAT: research renewable resources as found in authentic materials from electronic information sources and other sources. • SWBAT: create a multimedia presentation showcasing creative recycling products and practices from the target culture using digital tools such as wikis and blogs. • SWBAT describe creative recycling products and practices used in the target cultures. • 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.	**Textbooks:** • 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 IV Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- 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.
- 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** *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.*
	Unit 4: Media
Enduring Understandings	• Media messages are carefully constructed products that represent the values and goals of their authors. These values and goals are often hidden from the audience, and a critical consumer of media must decode the message to uncover them. • Media messages are targeted to very specific groups of people, and differences in language and culture of a target audience produce differences in the content of the media. • Effective media consumers use a variety of strategies to make sense of key ideas and details presented in a message.
Essential Questions	• What forms do mass communication and media take in the target culture? • How do a media message's creator, intended audience and embedded values and perspectives determine its effectiveness? • How do these characteristics in the media of the target culture compare and contrast with our own?

Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives Rationale • 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 Recommended Resources: • 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).	*Add Language Objectives*
Teaching Academic Vocabulary: Cognates Rationale • 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. Recommended Resources • 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. 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	*Applicable Tier 2 and Tier 3 Vocabulary available at:* *http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf*
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Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
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/	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

Bridgeton Public School District
Content: World Language IV

Lessons

Standard/Objective	Materials	Instructional Strategies
• SWBAT identify, interpret and assess a message's origin, purpose and intended audience. • SWBAT identify and decode common idioms and expressions in the target language • SWBAT: explain different types and uses of media in the target culture. • SWBAT: show how media is representing the target culture. • SWBAT: explain ways the media can sway popular opinion. • SWBAT: identify TV shows in target culture's language. • SWBAT: show how the media can affect their own community. • 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.	**Textbooks:** • 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 I Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- SWBAT: match text to the illustrations to find key ideas.
- 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 4 Test	

Part II	**Instructional Planning Guide** *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.*
	Unit 5: The Arts
Enduring Understandings	• Knowledge of effective artists using a variety of strategies to convey meaning and invoke emotion • Understanding that art elicits personal response and, though subjective to some degree, can be critiqued in meaningful and comprehensible ways. • Showing how artists of different cultures express meanings and ideas in different ways. • Analyzing works for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. • Understanding the role of music in the culture of the target language. • Comparing how music contrasts with that of our culture and the culture of the target language. • Knowledge of literary works that have been produced on stage.
Essential Questions	• What sorts of art do I enjoy? • What qualities determine the difference between "good" art and "bad" art? • What themes and characteristics make the art of the target culture unique? • Who are the some influential artists and how have their works inspired people? • What are some of the musical works of the target language's cultures? • What literary works were written for the stage?

Bridgeton Public School District
Content: World Language IV

Component/Rationale/Recommended Resources	
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Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
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/	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
• SWBAT: identify, interpret and assess a song's origin, purpose and intended audience. • SWBAT: show how music has evolved in the target language. • SWBAT: identify famous musicians of the target culture. • SWBAT: identify famous artists of the target culture. • SWBAT: explain selected examples of art and what they represent in the target culture. • SWBAT: show different literary works used on the stage and their messages. • SWBAT: expand on their understanding of the arts, both in target and culture they reside in. • SWBAT: describe how the arts have affected the target culture's heritage. • 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.	**Textbooks:** • 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 I Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- 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 5 Test	

Part II	**Instructional Planning Guide** *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.*
	Unit 6: Semester Abroad
Enduring Understandings	• Understanding that living in a foreign country for more than two to three weeks provides unique challenges that require a deep and thorough understanding of the local language and culture • Understanding that differing economic and financial conditions have powerful effects on everyday events. • Knowledge of how local dialects differ in far more than just pronunciation; vocabulary, syntax and even body language and cultural implications can vary.
Essential Questions	• What will I encounter when I travel to a foreign country for the first time? • What challenges will I face and how can I overcome them? • How does the unique economic and financial situation in the host country affect my daily life? • How does the local dialect differ from the "standard" target language?

Bridgeton Public School District   Grade Level: 11th-12th
Content: World Language IV   Date: August 2019

Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives Rationale • 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 Recommended Resources: • 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).	*Add Language Objectives*
Teaching Academic Vocabulary: Cognates Rationale • 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. Recommended Resources • 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. 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	*Applicable Tier 2 and Tier 3 Vocabulary available at:* *http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf*
Background Knowledge Rationale • 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. Recommended Resources • 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.	*List necessary prerequisite knowledge* *Discuss misconceptions* *This section applies to all learners*

Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
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/	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
• SWBAT interpret traffic/transportation-related visual signs and oral terminology used in the local area. • SWBAT decode the local dialect in oral and written form. • SWBAT relate personal experiences in a concise and compelling way. • SWBAT maintain detailed records of finances in multiple currencies. • SWBAT: read, write and discuss the following topics: school life, local customs, food, and local history. • SWBAT: develop self-confidence and interpersonal skills to effectively communicate abroad. • SWBAT: demonstrate the understanding of university life in the target culture. • SWBAT: identify elements to successfully study abroad. • SWBAT: understand short text enhanced by visual clues when reading. • SWBAT restate/summarize paragraph-length reading samples • SWBAT identify and read appropriate level high frequency/irregular words in and out of context • SWBAT converse in a clearly participatory fashion. • SWBAT initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, with some errors evident	**Textbooks:** • 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 I Textbook McGraw Hill Education (Spanish) **Additional Materials:** • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler **Internet Resources:** • 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 **Additional Resources:** • Various Media/Audio clips • Handouts/Graphs/Vocabulary	• 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

- SWBAT narrate with emerging evidence of connected discourse, particularly for simple narration and/or description
- SWBAT sustain understanding over longer stretches of connected oral discourse on a number of topics pertaining to different times and places
- SWBAT read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge
- 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.

Summative Assessments	Exemplar Lessons
Unit 6 Test	

PART III	**Lesson Plans**
	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.