

<b>Curriculum Guide</b>		
<b>Part I</b>	<i>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.</i>	
	<b>Semester 1:</b>	<b>Semester 2:</b>
<b>Pacing Guide</b>	Unit 1: Where We Live: 28 Days Unit 2: Social Situations: 28 Days Unit 3: Food, Glorious Food: 28 Days Midterm and Review: 2 Days	Unit 4: Going Green: 28 Days Unit 5: Music: 28 Days Unit 6: The Future: 28 Days Final Exam and Review: 2 Days

<b>Standards</b>	<p><b>Unit 1:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. 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><b>Unit 4:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. 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>
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<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> <p><b>Unit 2:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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> <p><b>Unit 5</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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>
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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.

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

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**Unit 3:**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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**Unit 6**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social 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.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. 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>
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Bridgeton Public School District  
 Content: World Language I

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
 Date: August 2019

	<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>	<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>
<b>Benchmark Assessments</b>	<p>Unit 1 Test</p> <p>Unit 2 Test</p> <p>Unit 3 Test</p> <p>Midterm</p>	<p>Unit 4 Test</p> <p>Unit 5 Test</p> <p>Unit 6 Test</p> <p>Final</p>
<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 I 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 I Textbook McGraw Hill Education (Spanish)          ISBN: 978-0-02-138818-9</p>

<p style="text-align: center;"><b>Modifications for At-Risk Students</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 Materials</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul>
<p style="text-align: center;"><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 style="text-align: center;"><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></p> <p>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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>21<sup>st</sup> Century Themes</b></p>	<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>
<p><b><u>Career Ready Practices:</u></b></p> <ul style="list-style-type: none"> <li>● CRP1: Act as a responsible and contributing citizen and employee.</li> <li>● CRP2: Apply appropriate academic and technical skills.</li> <li>● CRP3: Attend to personal health and financial well-being.</li> <li>● CRP4: Communicate clearly and effectively and with reason.</li> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>	

<b>Required 21<sup>st</sup> Century Life and Careers Standards</b>	
<b>9.1 Personal Financial Literacy - Income And Careers</b>	<b>9.2 Career Awareness, Exploration, And Preparation - Career Awareness</b>
<p>9.1.12.A.1 Differentiate among the types of taxes and employee benefits.</p> <p>9.1.12.A.2 Differentiate between taxable and nontaxable income.</p> <p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p> <p>9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.</p> <p>9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.</p> <p>9.1.12.A.11 Explain the relationship between government programs and services and taxation.</p> <p>9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice</p>	<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p> <p>9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability</p>
<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: Where We Live</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Becoming aware of the elements of the community where we live is an essential part of the language experience.</li><li>• Understanding the local customs of the community where students live.</li><li>• Understanding the vocabulary associated with home life, community, and local culture.</li><li>• Demonstrating the knowledge of classroom and school situations and issues.</li><li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li><li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li><li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How do people live in Bridgeton, NJ?</li><li>• Where in my community would I find people of the language I study?</li><li>• How do I find examples of the target language and culture in my community?</li><li>• Why do certain events occur in my community?</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.</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_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 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><u>Rationale</u></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><u>Recommended Resources</u></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></li> <li><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>

<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: explain what their home life entails.</li> <li>• SWBAT: describe cultural practices in the community in which they live and how it compares to the target culture.</li> <li>• SWBAT: explain basic vocabulary that pertains to everyday life in a community.</li> <li>• SWBAT: understand relationships between community and the people living in it.</li> <li>• SWBAT: compare the uniqueness of their community with that of the target language.</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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: imitate culturally acceptable behavior used in the content examples.</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> </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 I 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>

<ul style="list-style-type: none"> <li>• SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</li> <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: distinguish vowel sounds of the target language.</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>		
<p><b>Summative Assessments</b></p>	<p><b>Exemplar Lessons</b></p>	
<p><i>Unit 1 Test</i></p>		

<b>Part II</b>	<h2 style="margin: 0;">Instructional Planning Guide</h2> <p style="margin: 0;"><i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i></p>
	<h3 style="margin: 0;">Unit 2: Social Situations</h3>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Understanding the social situations high school aged students encounter in HS is essential to making realistic connections in the target culture.</li> <li>• Understanding the vocabulary associated social situations and issues, including school and personal relationship interactions.</li> <li>• Demonstrating the knowledge of classroom and school situations and issues.</li> <li>• Understanding the comparisons between school life in the home and target culture(s).</li> <li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li> <li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li> <li>• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li> <li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are some of the social situations high school aged students encounter in Bridgeton High School?</li> <li>• What are some social issues in Bridgeton High School?</li> <li>• How can I compare and contrast the social situations of Bridgeton High School students and students of the target culture?</li> <li>• What are some classroom situations high school aged students encounter at Bridgeton High School?</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: communicate ideas in the target language about social situations at the respective level of proficiency.</li> <li>• SWBAT: ascertain school and classroom expectations in target language</li> <li>• SWBAT: communicate ideas in the target language about school situations at the respective level of proficiency</li> <li>• SWBAT: demonstrate understanding of commands related to school routine.</li> <li>• SWBAT: compare school life in the home and target culture(s).</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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: imitate culturally acceptable behavior used in the content examples.</li> <li>• SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures.</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 I 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 words and phrases acquired through conversations, reading, and being read to, and responding to texts.</li> <li>• SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</li> <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: distinguish vowel sounds of the target language.</li> </ul>		
<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: Food, Glorious Food</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding the vocabulary associated with food, including shopping, purchasing, and ordering at a restaurant.</li><li>• Demonstrating the knowledge of ordering and purchasing food.</li><li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li><li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li><li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li><li>• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li><li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What are common types of food?</li><li>• What is associated with preparing a meal and setting a table?</li><li>• How do you order a meal?</li><li>• What are authentic gestures and practices associated with food and eating in the target culture?</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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<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> </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>

<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>	
<p><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><u>Rationale</u></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><u>Recommended Resources</u></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>

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> <li>• SWBAT: communicate ideas in the target language about food, place setting, and ordering out at the respective level of proficiency.</li> <li>• SWBAT: recognize and use common gestures and cultural practices associated with food.</li> <li>• SWBAT: ask memorized questions related to food preferences, products, and practices.</li> <li>• SWBAT: answer simple questions related to food preferences, products, and practices.</li> <li>• SWBAT: engage in an unrehearsed conversation to order a meal.</li> <li>• SWBAT: communicate ideas in the target language about food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials at the respective level of proficiency</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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> </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 I 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>

<ul style="list-style-type: none"> <li>• SWBAT: imitate culturally acceptable behavior used in the content examples.</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: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</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> <li>• SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension).</li> <li>• SWBAT: distinguish vowel sounds of the target language.</li> <li>• SWBAT: identify adjectives when describing people, places, and events within a text.</li> </ul>		
<p><b>Summative Assessments</b></p>	<p><b>Exemplar Lessons</b></p>	
<p>Unit 3 Test</p>		

<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: Going Green</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding the concept Going Green as it related to the target culture is a key concept moving forward in exploring the target culture.</li><li>• Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.</li><li>• Identify renewable resources as found in authentic materials from electronic information sources and other sources.</li><li>• Explain the similarities recycling and environmental products and practices in home and target cultures.</li><li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li><li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li><li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li><li>• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li><li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What is the concept of Going Green in the target culture</li><li>• How do we communicate what is needed to maintain a healthy environment</li><li>• What are some cultural practices for recycling and managing the environment in the target culture?</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.</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_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> </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>

<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>	
<p><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><u>Rationale</u></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><u>Recommended Resources</u></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>

**Lessons**

Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none"> <li>• SWBAT: identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.</li> <li>• SWBAT: Identify renewable resources as found in authentic materials from electronic information sources and other sources.</li> <li>• SWBAT: give and follow commands related to environmental practices.</li> <li>• SWBAT: ask and respond to questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.</li> <li>• SWBAT: ask and respond to questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.</li> <li>• SWBAT: compare recycling and environmental products and practices in home and target cultures.</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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> </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 I 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>

<ul style="list-style-type: none"> <li>• SWBAT: imitate culturally acceptable behavior used in the content examples.</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: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</li> <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: distinguish vowel sounds of the target language.</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: Music</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding the role of music in the culture of the target language.</li><li>• Comparing how music contrasts with that of our culture and the culture of the target language.</li><li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li><li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li><li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li><li>• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li><li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How do music and songs help me speak the target language?</li><li>• How are music and songs interwoven into the culture of the target language?</li><li>• How is the music of the target language compared with that of English?</li><li>• How is music part of the history that occur in the target culture?</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.</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_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> </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>

<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>	
<p><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><u>Rationale</u></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><u>Recommended Resources</u></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>

<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: explain the use of music in the target language's culture.</li> <li>• SWBAT: describe how music is used throughout the customs of their community.</li> <li>• SWBAT: show how music in the student's culture compares to that of the target language.</li> <li>• SWBAT: use music to express customs.</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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: imitate culturally acceptable behavior used in the content examples.</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: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</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 I 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>

<ul style="list-style-type: none"> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</li> <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: distinguish vowel sounds of the target language.</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>		
<p><b>Summative Assessments</b></p>	<p><b>Exemplar Lessons</b></p>	
<p>Unit 5 Test</p>		

<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: The Future</b>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Understanding what the future holds for you.</li><li>• Describing the possible occupations and educational opportunities that are available</li><li>• Explaining what opportunities are available to peers in the culture of the target language.</li><li>• Using a variety of strategies to make sense of key ideas and details presented in a text.</li><li>• Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li><li>• Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</li><li>• Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li><li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use visual displays, technology, and the appropriate use of language.</li><li>• Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What will you do after high school?</li><li>• What occupations are available here and in the target language's culture?</li><li>• What are the educational opportunities available?</li><li>• What are your goals for your future?</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.</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_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> </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>

<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>	
<p><b>Resources: Scaffolds, Charts Diagrams and Technology</b></p> <p><u>Rationale</u></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><u>Recommended Resources</u></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>

<b>Lessons</b>		
<b>Standard/Objective</b>	<b>Materials</b>	<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• SWBAT: explain what comes after high school.</li> <li>• SWBAT: describe occupations and vocations that they are interested in.</li> <li>• SWBAT: understand the availability of high education in the USA and that of the culture of the target language.</li> <li>• SWBAT: explain the different economic or occupational obstacles of the target language's culture.</li> <li>• SWBAT: describe where they feel they will be in the future.</li> <li>• SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</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: imitate culturally acceptable behavior used in the content examples.</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> </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 I 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>

<ul style="list-style-type: none"> <li>• SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support.</li> <li>• SWBAT: identify and read grade level high frequency/irregular words in and out of context.</li> <li>• SWBAT: orally produce single syllable words by blending sounds, including consonant blends.</li> <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: distinguish vowel sounds of the target language.</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 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>