Part I	Curriculum Guide Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.	
	Semester 1:	Semester 2:
Pacing Guide	Unit 1: 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

 Unit 1: 7.1.NMA.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.NMA.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NMA.2 Give and follow simple oral and written directions, commands, and requests through appropriate dasorom and cultural activities. 7.1.NMA.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NMA.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NMA.2 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. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written meesages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NMA.2 Demonstra	ιι. ν	Volia Language i	Date. August 2019
 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.2 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 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. 7.1.NM.C.1 Use basic information form age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.1 Recombine 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. 7.1.NM.C.1 Recombine basic information at the word and sentence level related to self and targeted virtual with a target language audience. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written areas and larget dimense to create a multimedia-rich presentation to be shared virtually with a target language audience. 8.1.9.10.1. Cite strong and through textule evidence and make relevant connections to support analysis of watthe text says explicitly as well as information target withoulge which details are emphasized in each account NISSA.W1. Write arguments to support claims in an analysis of substartive topic		Unit 1:	Unit 4:
 contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and other sources related to targeted themes. contained in culturally authentic materials using electronic information and written directions, commands, and requests through appropriate physical response. contained in culturally authentic materials or all or or simple, oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. contained in culturally authentic materials orally or written discriptions. contained in culturally authentic materials orally or written discriptions. contained in culturally authentic materials orally or written discriptions. contained in culturally authentic materials orally or written discriptions. contained in culturally authentic materials orally or written discriptions. contained in culturally authentic materials orally or written discriptions. contained in cultural authentic interview. contained in cultural authentic materials orally or in writing. contained in cultural authentic materials orally or in writing. contained in cultural authentic materials orally or in writing. contained in cultural authentic materials ora		7.1.NM.A.1 Recognize familiar spoken or written words and phrases	7.1.NM.A.1 Recognize familiar spoken or written words and phrases
 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.1 dentify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.2 directify familiar people, places, and objects based on simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 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. 7.1.NM.A.2 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.C.3 Present 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. 7.1.NM.C.1 Recombine basic information at the word and sentence level related to self and targeted themes (create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NM.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. 7.1.NM.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to the reports (e.g., those with multiple or conflicting motivations) develop over the course of a taccount 7.1.NM.C.1 Recombine basic information each and make relevant connections to support ralays of what the text asys explicitly as well as information set and account which details are emphasized in each account 7.1.NM.C.1 Presenting motivations) develop ove			contained in culturally authentic materials using electronic information and
 7.1.NM.A.2 Demostrate 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/for 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. 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. 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. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of a short conversations and brief written directions, commands, and respont to questions, make requests, and express preferences in various social situations. 7.1.NM.C.4 Present information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtual with a target language audience. 7.1.NM.C.4 Present information etemice text, interact writh theter targuage audi			other sources related to targeted themes.
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. 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. 7.1.NM.C.4 Present information form age- and level-appropriate, culturally authentic materials orally or in writing. 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 written with a target language audience. RL9-10.1. 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. RL9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interext with other characters, and advance the plot or develop the theme. RL9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining where RL9-10.7. 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 NISISA.W1. Write information gand relevant and sufficient evidence. NISISA.W2. Write information ead a convey complex ideas and information clearly and accurately through the effective			7.1.NM.A.2 Demonstrate comprehension of simple, oral and written
 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. 7.1.NM. C.1 Use basic information on the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM. A.5 Demonstrate comprehension of short conversations and brief written massages on familiar topics. 7.1.NM. A.5 Demonstrate comprehension of short conversations and brief written massages on familiar topics. 7.1.NM. B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NM. C.1 Cl secombine 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. R. J10.1. Clt estrong 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. R. J10.3. 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. R.J10.7. 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 NISLSA.W1. Write informatio/explanatory texts to examine and convey complex kides and information clearly and accurately through the effective 			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. 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. 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. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.S.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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. RL-9-10.1. Cite strong and through textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL-9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL-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 NNSLSA.W1. Write information guard relevant and sufficient evidence. NSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 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. 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. 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. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL9-10.1. 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. RL9-10.3. 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. RL9-10.7. 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 easoning and relevant and sufficient evidence. NJSLSA.W1. Write informative/explanatory texts to examine and convey complex ideas and i			
 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. 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. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.4 Present information of short conversations and brief written messages on familiar topics. 7.1.NM.C.4 Present information du questions, make requests, and express preferences in various social situations. 7.1.NM.C.4 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. RL9-10.1. 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. RL9-10.3. 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. RL9-10.7. 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 			
and requests when participating in age-appropriate classroom and cultural activities. 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. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.4 Schemation 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. RL9-10.1. 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. RL9-10.3. 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. RL9-10.7. 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 NSISA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NSISA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective			
 activities. 7.1.NH.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. 7.1.NH.C.1 Vice basic information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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. R.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. RL9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop the theme. RL9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which detaits 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 information etarly and accurately through the effective complex ideas and information clearly and accurately through the effective 			
 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. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.6.1 Recombine basic informations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL9-10.7. 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 information clearly and accurately through the effective 			
 to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NH. A. Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH. A. 5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH. A. 4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH. C. 4 Present 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. RL 9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL 9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop to the theme. RL 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 			
 virtually with a target language audience. 7.1.NH.A.2 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NISLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NISLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 authentic materials orally or in writing. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.4 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 written messages on familiar topics. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and informative/explanatory texts to examine and convey NJSLSA.W2. Write informative/explanatory texts to examine and convey <li< td=""><td></td><td></td><td></td></li<>			
 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 Preferences in various social situations. 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 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. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			•
 related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			
 presentation to be shared virtually with a target language audience. RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			7.1.NH.C.1 Recombine basic information at the word and sentence level
 RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			related to self and targeted themes to create a multimedia-rich presentation
 connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			to be shared virtually with a target language audience.
 inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			RL.9-10.1. Cite strong and thorough textual evidence and make relevant
 uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			connections to support analysis of what the text says explicitly as well as
 RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			inferentially, including determining where the text leaves matters uncertain.
 conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective 			RL.9-10.3. Analyze how complex characters (e.g., those with multiple or
other characters, and advance the plot or develop the theme.characters, and advance the plot or develop the theme.RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each accountRI.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 accountRI.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 accountNJSLSA.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 effectiveNJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective			conflicting motivations) develop over the course of a text, interact with other
 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 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 			characters, and advance the plot or develop the theme.
 (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 (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 			RI.9-10.7. Analyze various perspectives as presented in different mediums
details are emphasized in each accountdetails are emphasized in each accountNJSLSA.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 effectivedetails 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 effectivedetails 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			(e.g., a person's life story in both print and multimedia), determining which
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 effectiveNJSLSA.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 effectiveNJSLSA.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			details are emphasized in each account
topics or texts, using valid reasoning and relevant and sufficient evidence.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 effectivetopics 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 effectivetopics 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 effectiveNJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective			
complex ideas and information clearly and accurately through the effective complex ideas and information clearly and accurately through the effective			
selection, organization, and analysis of content. selection, organization, and analysis of content.		selection, organization, and analysis of content.	selection, organization, and analysis of content.

nt: world Language I		Date: August 2019
	NJSLSA.W3. Write narratives to develop real or imagined experiences or	NJSLSA.W3. Write narratives to develop real or imagined experiences or
	events using effective technique, well-chosen details, and well-structured	events using effective technique, well-chosen details, and well-structured
	event sequences.	event sequences.
	NJSLSA.W4. Produce clear and coherent writing in which the development,	NJSLSA.W4. Produce clear and coherent writing in which the development,
	organization, and style are appropriate to task, purpose, and audience.	organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W8. Gather relevant information from multiple print and digital	NJSLSA.W8. Gather relevant information from multiple print and digital
	sources, assess the credibility and accuracy of each source, and integrate	sources, assess the credibility and accuracy of each source, and integrate the
	the information while avoiding plagiarism.	information while avoiding plagiarism.
	NJSLSA.SL1. Prepare for and participate effectively in a range of	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations
	conversations and collaborations with diverse partners, building on others'	and collaborations with diverse partners, building on others' ideas and
	ideas and expressing their own clearly and persuasively.	expressing their own clearly and persuasively.
	NJSLSA.SL4. Present information, findings, and supporting evidence such	NJSLSA.SL4. Present information, findings, and supporting evidence such that
	that listeners can follow the line of reasoning and the organization,	listeners can follow the line of reasoning and the organization, development,
	development, and style are appropriate to task, purpose, and audience.	and style are appropriate to task, purpose, and audience.
	NJSLSA.SL5. Make strategic use of digital media and visual displays of data	NJSLSA.SL5. Make strategic use of digital media and visual displays of data to
	to express information and enhance understanding of presentations	express information and enhance understanding of presentations
	8.1.2.A.4 Create a document with text using a word processing program.	8.1.2.A.4 Create a document with text using a word processing program.
	8.1.2.B.1 Illustrate and communicate original ideas and stories using digital	8.1.2.B.1 Illustrate and communicate original ideas and stories using digital
	tools and media rich resources.	tools and media rich resources.
	Unit 2:	Unit 5
	7.1.NM.A.1 Recognize familiar spoken or written words and phrases	7.1.NM.A.1 Recognize familiar spoken or written words and phrases
	contained in culturally authentic materials using electronic information and	contained in culturally authentic materials using electronic information and
	other sources related to targeted themes.	other sources related to targeted themes.
	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written
	directions, commands, and requests through appropriate physical	directions, commands, and requests through appropriate physical response.
	response.	7.1.NM.B.2 Give and follow simple oral and written directions, commands,
	7.1.NM.A.3 Recognize a few common gestures and cultural practices	and requests when participating in age-appropriate classroom and cultural
	associated with the target culture(s).	activities.
	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic	7.1.NH.A.8 Identify some unique linguistic elements in English and the target
	expressions of the target culture(s)/language during daily interactions.	language. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally
	7.1.NH.B.4 Ask and respond to questions, make requests, and express	authentic materials orally or in writing.
	preferences in various social situations.	RL.9-10.1. Cite strong and thorough textual evidence and make relevant
		connections to support analysis of what the text says explicitly as well as
	7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in	inferentially, including determining where the text leaves matters uncertain.
	other content areas.	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or
	7.1.NH.C.3 Describe in writing people and things from the home and school	conflicting motivations) develop over the course of a text, interact with other
	environment.	characters, and advance the plot or develop the theme.
		the attent, and durance the piet of develop the themen

tent. v	voliu Laliguage i	Date. August 2019
	RL.9-10.1. Cite strong and thorough textual evidence and make relevant	RI.9-10.7. Analyze various perspectives as presented in different mediums
	connections to support analysis of what the text says explicitly as well as	(e.g., a person's life story in both print and multimedia), determining which
	inferentially, including determining where the text leaves matters	details are emphasized in each account
	uncertain.	NJSLSA.W1. Write arguments to support claims in an analysis of substantive
	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or	topics or texts, using valid reasoning and relevant and sufficient evidence.
	conflicting motivations) develop over the course of a text, interact with	NJSLSA.W2. Write informative/explanatory texts to examine and convey
	other characters, and advance the plot or develop the theme.	complex ideas and information clearly and accurately through the effective
	RI.9-10.7. Analyze various perspectives as presented in different mediums	selection, organization, and analysis of content.
	(e.g., a person's life story in both print and multimedia), determining which	NJSLSA.W3. Write narratives to develop real or imagined experiences or
	details are emphasized in each account	events using effective technique, well-chosen details, and well-structured
	NJSLSA.W1. Write arguments to support claims in an analysis of substantive	event sequences.
	topics or texts, using valid reasoning and relevant and sufficient evidence.	NJSLSA.W4. Produce clear and coherent writing in which the development,
	NJSLSA.W2. Write informative/explanatory texts to examine and convey	organization, and style are appropriate to task, purpose, and audience.
	complex ideas and information clearly and accurately through the effective	NJSLSA.W8. Gather relevant information from multiple print and digital
	selection, organization, and analysis of content.	sources, assess the credibility and accuracy of each source, and integrate the
	NJSLSA.W3. Write narratives to develop real or imagined experiences or	information while avoiding plagiarism.
	events using effective technique, well-chosen details, and well-structured	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations
	event sequences.	and collaborations with diverse partners, building on others' ideas and
	NJSLSA.W4. Produce clear and coherent writing in which the development,	expressing their own clearly and persuasively.
	organization, and style are appropriate to task, purpose, and audience.	NJSLSA.SL4. Present information, findings, and supporting evidence such that
	NJSLSA.W8. Gather relevant information from multiple print and digital	listeners can follow the line of reasoning and the organization, development,
	sources, assess the credibility and accuracy of each source, and integrate	and style are appropriate to task, purpose, and audience.
	the information while avoiding plagiarism.	NJSLSA.SL5. Make strategic use of digital media and visual displays of data to
	NJSLSA.SL1. Prepare for and participate effectively in a range of	express information and enhance understanding of presentations
	conversations and collaborations with diverse partners, building on others'	8.1.2.A.4 Create a document with text using a word processing program.
	ideas and expressing their own clearly and persuasively.	8.1.2.B.1 Illustrate and communicate original ideas and stories using digital
	NJSLSA.SL4. Present information, findings, and supporting evidence such	tools and media rich resources.
	that listeners can follow the line of reasoning and the organization,	Unit 6
	development, and style are appropriate to task, purpose, and audience.	7.1.NM.A.1 Recognize familiar spoken or written words and phrases
	NJSLSA.SL5. Make strategic use of digital media and visual displays of data	contained in culturally authentic materials using electronic information and
	to express information and enhance understanding of presentations	other sources related to targeted themes.
	8.1.2.A.4 Create a document with text using a word processing program.	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written
	8.1.2.B.1 Illustrate and communicate original ideas and stories using digital	directions, commands, and requests through appropriate physical response.
	tools and media rich resources.	7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral
	Unit 3:	and/or written descriptions.
	7.1.NM.A.1 Recognize familiar spoken or written words and phrases	7.1.NM.B.2 Give and follow simple oral and written directions, commands,
	contained in culturally authentic materials using electronic information and	and requests when participating in age-appropriate classroom and cultural
	other sources related to targeted themes.	activities.

tent: v	Vorid Language I	Date: August 2019
	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written	7.1.NM.C.1 Use basic information at the word and memorized-phrase level to
	directions, commands, and requests through appropriate physical	create a multimedia-rich presentation on targeted themes to be shared
	response.	virtually with a target language audience.
	7.1.NM.A.3 Recognize a few common gestures and cultural practices	7.1.NM.C.4 Present information from age- and level-appropriate, culturally
	associated with the target culture(s).	authentic materials orally or in writing.
	7.1.NM.A.4 Identify familiar people, places, and objects based on simple	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief
	oral and/or written descriptions.	written messages on familiar topics.
	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic	7.1.NH.B.4 Ask and respond to questions, make requests, and express
	expressions of the target culture(s)/language during daily interactions.	preferences in various social situations.
	7.1.NH.B.4 Ask and respond to questions, make requests, and express	7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in
	preferences in various social situations	other content areas.
	RL.9-10.1. Cite strong and thorough textual evidence and make relevant	7.1.NH.C.1 Recombine basic information at the word and sentence level
	connections to support analysis of what the text says explicitly as well as	related to self and targeted themes to create a multimedia-rich presentation
	inferentially, including determining where the text leaves matters	to be shared virtually with a target language audience.
	uncertain.	RL.9-10.1. Cite strong and thorough textual evidence and make relevant
	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or	connections to support analysis of what the text says explicitly as well as
	conflicting motivations) develop over the course of a text, interact with	inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or
	other characters, and advance the plot or develop the theme.	conflicting motivations) develop over the course of a text, interact with other
	RI.9-10.7. Analyze various perspectives as presented in different mediums	characters, and advance the plot or develop the theme.
	(e.g., a person's life story in both print and multimedia), determining which	RI.9-10.7. Analyze various perspectives as presented in different mediums
	details are emphasized in each account	(e.g., a person's life story in both print and multimedia), determining which
	NJSLSA.W1. Write arguments to support claims in an analysis of substantive	details are emphasized in each account
	topics or texts, using valid reasoning and relevant and sufficient evidence.	NJSLSA.W1. Write arguments to support claims in an analysis of substantive
	NJSLSA.W2. Write informative/explanatory texts to examine and convey	topics or texts, using valid reasoning and relevant and sufficient evidence.
	complex ideas and information clearly and accurately through the effective	NJSLSA.W2. Write informative/explanatory texts to examine and convey
	selection, organization, and analysis of content.	complex ideas and information clearly and accurately through the effective
	NJSLSA.W3. Write narratives to develop real or imagined experiences or	selection, organization, and analysis of content.
	events using effective technique, well-chosen details, and well-structured	NJSLSA.W3. Write narratives to develop real or imagined experiences or
	event sequences.	events using effective technique, well-chosen details, and well-structured
	NJSLSA.W4. Produce clear and coherent writing in which the development,	event sequences.
	organization, and style are appropriate to task, purpose, and audience. NJSLSA.W8. Gather relevant information from multiple print and digital	NJSLSA.W4. Produce clear and coherent writing in which the development,
	sources, assess the credibility and accuracy of each source, and integrate	organization, and style are appropriate to task, purpose, and audience.
	the information while avoiding plagiarism.	NJSLSA.W8. Gather relevant information from multiple print and digital
	NJSLSA.SL1. Prepare for and participate effectively in a range of	sources, assess the credibility and accuracy of each source, and integrate the
	conversations and collaborations with diverse partners, building on others'	information while avoiding plagiarism.
	ideas and expressing their own clearly and persuasively.	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations
	active and expressing their own occurry and personalivery.	and collaborations with diverse partners, building on others' ideas and
		expressing their own clearly and persuasively.

Content: \	Norid Language i	Date: August 2019
	NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 8.1.2.A.4 Create a document with text using a word processing program. 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.	NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 8.1.2.A.4 Create a document with text using a word processing program. 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.
Be Ass	Unit 2 Test	Unit 5 Test
enc	Unit 3 Test	Unit 6 Test
Benchmark Assessments	Midterm	Final
	Contacts: Langue et culture françaises, 9th ed. Textbook Heinle	Contacts: Langue et culture françaises, 9th ed. Textbook Heinle
_	Cengage Learning (French)	Cengage Learning (French)
District Required Resources	ISBN-13: 978-1-133-30958-1	ISBN-13: 978-1-133-30958-1
ict esc	Learning American Sign Language: Levels I & II Pearson	Learning American Sign Language: Levels I & II Pearson Education
Re	Education (American Sign Language)	(American Sign Language)
rrict Requii Resources	ISBN: 0-205-27553-2	ISBN: 0-205-27553-2
red	¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9	¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) ISBN: 978-0-02-138818-9

Content: World Language I

Content: V	voria Language i	Date: August 2019
	 Modify activities/assignments/projects/assessments 	
	 Breakdown activities/assignments/projects/assessments into manageable units 	
No	 Additional time to complete activities/assignments/projects/assessments 	
dif	 Provide an option for alternative activities/assignments/projects/assessments 	
ica	Modify Content	
stu	Modify Amount	
ations for Students	Adjust Pacing of Content	
fo	Small Group Intervention/Remediation	
ΓA	Individual Intervention/Remediation	
Modifications for At-Risk Students	Additional Support Materials	
Risł	Lower-Level Text	
^	Guided Notes	
	Graphic Organizers	
_	 Modify activities/assignments/projects/assessments 	
Modifications for Gifted Students	 Provide an option for alternative activities/assignments/projects/assessments Modify Content Adjust Pacing of Content Small Group Enrichment Individual Enrichment 	
odificatio for Gifted Students		
fica Gif		
atio		
b b		
•	Higher-Level Text	
_	All WIDA Can Do Descriptors can be found at this link: <u>https://www.wida.us/standards/CAN_DOs/</u>	
≦	Grade appropriate WIDA Can Do Descriptors:	
odif Dr l	Listening	
lodificatior for English Learners	Speaking	
atic glis ers	Reading	
Modifications for English Learners	Writing	
•	Oral Language	

Content: World Language I

Content: V	vorid Language i	Date: August 2019
 Modify activities/assignments/projects/assessments Breakdown activities/assignments/projects/assessments into manageable units Additional time to complete activities/assignments/projects/assessments Provide an option for alternative activities/assignments/projects/assessments Modify Content Modify Amount Adjust Pacing of Content Small Group Intervention/Remediation Individual Intervention/Remediation Additional Support Materia Lower-Level Text Guided Notes Graphic Organizers Other Modifications for Special Education as indicated by the IEP 		
21 st Century Themes	Century > Global Awareness > Financial, Economic, Business and Entrepreneurial Literacy > Civic Literacy > Health Literacy > Environmental	
Career Ready Practices: • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being. • CRP4: Communicate clearly and effectively and with reason. • CRP5: Consider the environmental, social and economic impacts of decisions. • CRP6: Demonstrate creativity and innovation. • CRP7: Employ valid and reliable research strategies. • CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9: Model integrity, ethical leadership and effective management. • CRP10: Plan education and career paths aligned to personal goals. • CRP11: Use technology to enhance productivity. • CRP12: Work productively in teams while using global competence.		

Grade Level: 9th-12th Date: August 2019

Required 21st Century Life and Careers Standards

9.1 Personal Financial Literacy - Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness	
 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.2 Differentiate between taxable and nontaxable income. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market. 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice. 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services. 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income. 9.1.12.A.11 Explain the relationship between government programs and services and taxation. 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and penefits to eligible recipients. 9.1.12.A.13 Analyze the impact of the collective bargaining process on penefits, income, and fair labor practice 	 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability 	
Interdisciplinary Connections		

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

Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.
	Unit 1: Where We Live
Enduring Understandings	 Becoming aware of the elements of the community where we live is an essential part of the language experience. Understanding the local customs of the community where students live. Understanding the vocabulary associated with home life, community, and local culture. Demonstrating the knowledge of classroom and school situations and issues. Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary
Essential Questions	 How do people live in Bridgeton, NJ? Where in my community would I find people of the language I study? How do I find examples of the target language and culture in my community? Why do certain events occur in my community?

Grade Level: 9th-12th Date: August 2019

Component/Rationale	/Recommended Resources
 Lesson Plans: Content and Language Objectives <u>Rationale</u> 	Add Language Objectives
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <u>Recommended Resources</u> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: <u>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%</u> <u>20Core_Volcabulary_Terms.pdf</u>

Content: World Language I

	Date. August 2019
Background Knowledge	List necessary prerequisite knowledge
Rationale	Discuss misconceptions
 Background knowledge is essential to become an expert in a subject. However, such back in suit day has an expert of the subject is in a subject. 	
back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task.	This section applies to all learners
Recommended Resources	
Concepts should be directly linked to students' background experience. This	
experience can be personal, cultural or academic.	
Links should be explicitly made between past learning and new concepts	
 Key vocabulary is emphasized. New vocabulary is presented in context. The number af use abulary items is limited. 	
of vocabulary items is limited.	How will the instruction be differentiated for all learners?
Resources: Scaffolds, Charts Diagrams and Technology	now will the instruction be differentiated for all learners!
Rationale	Differentiated instruction for all learners will be provided via several of the
• Students learn by using scaffolds and strategies that lower the language complexity of	following possible modalities:
the content they experience in the classroom, but keeping the rigor and the integrity	
of the material.	Achieve 3000
 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 	Visual and Graphic organizers
acquisition process, scaffolds should gradually diminish. Eventually students become	Guided notes
proficient and independent, and consequently, able to utilize scaffolds on their own.	
Recommended Resources	Collaborative Learning Strategies
• The NJDOE Curricular Framework offers charts, and other resources aligned to the	Rubric-based Research papers
 New Jersey Learning Standards. <u>http://www.state.nj.us/education/cccs/frameworks/</u> At the moment, the NJDOE has not finalized the specific English Learners scaffolding 	Primary Source analyses
 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 	PowerPoint presentations
the Model Curriculum are still available. They offer scaffolds associated to specific	Letter writing
standards, as well as ELA exemplar units for English Learners. Please refer to the	Essay writing (persuasive, research)
following sample links:	Role-playing
<u>http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</u>	In-class debate
http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	Film analyses
	Group discussion/activities
	Open ended responses (verbal and written)
	Alternative assessments
	Music performance
	Film creation
	Visual/Graphic presentations

Lessons		
Standard/Objective	Materials	Instructional Strategies
 SWBAT: explain what their home life entails. SWBAT: describe cultural practices in the community in which they live and how it compares to the target culture. SWBAT: explain basic vocabulary that pertains to everyday life in a community. SWBAT: understand relationships between community and the people living in it. SWBAT: compare the uniqueness of their community with that of the target language. SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. 	 Textbooks: Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) Additional Materials: ¡Asi se dice!: Workbook and Audio Activities ¡Asi se dice!: Digital Resource Sampler Internet Resources: www.123teachme.com www.lifeprint.com www.signlanguage101.com www.Quizlet.com www.Myhq.com/public/v/a/vanderwerken University of Texas French Grammar Additional Resources: Various Media/Audio clips Handouts/Graphs/Vocabulary 	 Breaking down the task Dictation exercises Providing step-by-step prompts Repeated practice Sequenced Review Directed Questioning and Responses Sequence Tasks from Easy to Difficult Individual/Small-Group/Whole Class Instruction Think Aloud Active Participation Warm-Up Activities Meaningful Real Life Connections Modeling Goal Setting Graphic Organizers Scaffolding Lead Discussion Guided Notes Create and monitor group activities Facilitate group discussions PowerPoints Real World Application Technology based learning

Grade Level: 9th-12th **Bridgeton Public School District** Content: World Language I Date: August 2019 SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: orally produce single syllable words by blending sounds, including consonant blends. SWBAT: match text to the illustrations to find • key ideas. • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). SWBAT: distinguish vowel sounds of the target • language. • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. Summative Assessments **Exemplar Lessons** Unit 1 Test

Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans. Unit 2: Social Situations
Enduring Understandings	 Understanding the social situations high school aged students encounter in HS is essential to making realistic connections in the target culture. Understanding the vocabulary associated social situations and issues, including school and personal relationship interactions. Demonstrating the knowledge of classroom and school situations and issues. Understanding the comparisons between school life in the home and target culture(s). Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. 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. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary
Essential Questions	 What are some of the social situations high school aged students encounter in Bridgeton High School? What are some social issues in Bridgeton High School? How can I compare and contrast the social situations of Bridgeton High School students and students of the target culture? What are some classroom situations high school aged students encounter at Bridgeton High School?

Grade Level: 9th-12th Date: August 2019

Component/Rationale/Recommended Resources		
 Lesson Plans: Content and Language Objectives <u>Rationale</u> 	Add Language Objectives	
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <u>Recommended Resources</u> When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: <u>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%</u> <u>20Core_Volcabulary_Terms.pdf</u>	

Content: World Language I

	Date: August 2019
 Background Knowledge <u>Rationale</u> 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. <u>Recommended Resources</u> Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. Resources: Scaffolds, Charts Diagrams and Technology 	List necessary prerequisite knowledge Discuss misconceptions This section applies to all learners How will the instruction be differentiated for all learners?
 Rationale Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. Recommended Resources The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. Http://www.state.nj.us/education to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf 	Differentiated instruction for all learners will be provided via several of the following possible modalities: Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses
	Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations

Lessons		
Standard/Objective	Materials	Instructional Strategies
 SWBAT: communicate ideas in the target language about social situations at the respective level of proficiency. SWBAT: ascertain school and classroom expectations in target language SWBAT: communicate ideas in the target language about school situations at the respective level of proficiency SWBAT: demonstrate understanding of commands related to school routine. SWBAT: compare school life in the home and target culture(s). SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension SWBAT: imitate culturally acceptable behavior used in the content examples. SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. 	 Textbooks: Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) Additional Materials: ¡Asi se dice!: Workbook and Audio Activities ¡Asi se dice!: Digital Resource Sampler Internet Resources: www.123teachme.com www.Spanish4teachers.com www.signlanguage101.com www.signlanguage101.com www.Myhq.com/public/v/a/vanderwerken University of Texas French Grammar Additional Resources: Various Media/Audio clips Handouts/Graphs/Vocabulary 	 Breaking down the task Dictation exercises Providing step-by-step prompts Repeated practice Sequenced Review Directed Questioning and Responses Sequence Tasks from Easy to Difficult Individual/Small-Group/Whole Class Instruction Think Aloud Active Participation Warm-Up Activities Meaningful Real Life Connections Modeling Goal Setting Graphic Organizers Scaffolding Lead Discussion Guided Notes Create and monitor group activities Facilitate group discussions PowerPoints Real World Application

Bridgeton Public School District	Grade Level: 9 th -12	2 th
Content: World Language I	Date: August 2019)
 SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. SWBAT: identify and read grade level high frequency/irregular words in and out of context. SWBAT: orally produce single syllable words by blending sounds, including consonant blends. SWBAT: match text to the illustrations to find key ideas. SWBAT: use illustrations and key details in a story to describe the elements of a story. SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). SWBAT: distinguish vowel sounds of the target language. 		
Summative Assessments	Exemplar Lessons	
Unit 2 Test		

Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans. Unit 3: Food, Glorious Food
Enduring Understandings	 Understanding the vocabulary associated with food, including shopping, purchasing, and ordering at a restaurant. Demonstrating the knowledge of ordering and purchasing food. Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. 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. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary
Essential Questions	 What are common types of food? What is associated with preparing a meal and setting a table? How do you order a meal? What are authentic gestures and practices associated with food and eating in the target culture?

Grade Level: 9th-12th Date: August 2019

Component/Rationale/Recommended Resources		
 Lesson Plans: Content and Language Objectives <u>Rationale</u> 	Add Language Objectives	
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. Recommended Resources When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wyezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: <u>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm</u> <u>on%20Core_Volcabulary_Terms.pdf</u>	
 Background Knowledge <u>Rationale</u> 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. <u>Recommended Resources</u> Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts 	List necessary prerequisite knowledge Discuss misconceptions This section applies to all learners	

 <u>Rationale</u> Students learn by using scaffolds and strategies that lower the language complexity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <u>Recommended Resources</u> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <u>http://www.state.nj.us/education/cccs/frameworks/</u> 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, model curriculum are still available. They offer scaffolds associated to specific standards, the spec	
 <u>Rationale</u> Students learn by using scaffolds and strategies that lower the language complexity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <u>Recommended Resources</u> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <u>http://www.state.nj.us/education/cccs/frameworks/</u> 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, model Curriculum are still available. 	
 Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <u>Recommended Resources</u> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <u>http://www.state.nj.us/education/cccs/frameworks/</u> 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, 	ion be differentiated for all learners?
as well as ELA exemplar units for English Learners. Please refer to the following sample links: Role-playing http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf In-class debate http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ Film analyses Group discussion/act Group discussion/act	rganizers ng Strategies ch papers vses ntions asive, research) civities es (verbal and written) ents

Lessons		
Standard/Objective	Materials	Instructional Strategies
 SWBAT: communicate ideas in the target language about food, place setting, and ordering out at the respective level of proficiency. SWBAT: recognize and use common gestures and cultural practices associated with food. SWBAT: ask memorized questions related to food preferences, products, and practices. SWBAT: answer simple questions related to food preferences, products, and practices. SWBAT: engage in an unrehearsed conversation to order a meal. 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 SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension 	 <u>Textbooks:</u> Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) iAsi se dice! Spanish I Textbook McGraw Hill Education (Spanish) <u>Additional Materials:</u> iAsi se dice!: Workbook and Audio Activities iAsi se dice!: Digital Resource Sampler <u>Internet Resources:</u> www.123teachme.com www.Spanish4teachers.com www.Signlanguage101.com www.Quizlet.com www.Myhq.com/public/v/a/vanderwerken University of Texas French Grammar <u>Additional Resources:</u> Various Media/Audio clips Handouts/Graphs/Vocabulary 	 Breaking down the task Dictation exercises Providing step-by-step prompts Repeated practice Sequenced Review Directed Questioning and Responses Sequence Tasks from Easy to Difficult Individual/Small-Group/Whole Class Instruction Think Aloud Active Participation Warm-Up Activities Meaningful Real Life Connections Modeling Goal Setting Graphic Organizers Scaffolding Lead Discussion Guided Notes Create and monitor group activities Facilitate group discussions PowerPoints Real World Application Technology based learning

Bridgeton Public School District	Grade Level: 9 th -12 th
Content: World Language I	Date: August 2019
SWBAT: imitate culturally acceptable behavior	
used in the content examples.	
SWBAT: participate in conversations with	
others using proper rules when speaking while	
going over classroom procedures.	
SWBAT: use words and phrases acquired	
through conversations, reading, and being read	
to, and responding to texts.	
SWBAT: listen to, discuss and compare	
published stories/texts written by various	
authors to answer a question with guidance and	
support.	
 SWBAT: identify and read grade level high frequency/irregular words in and out of context. 	
 SWBAT: orally produce single syllable words by 	
blending sounds, including consonant blends.	
 SWBAT: match text to the illustrations to find 	
key ideas.	
 SWBAT: use verbs in communicating ideas 	
about the unit theme.	
SWBAT: monitor reading using context clues	
(does the picture match the text to help with	
comprehension).	
 SWBAT: distinguish vowel sounds of the target 	
language.	
 SWBAT: identify adjectives when describing 	
people, places, and events within a text.	
Summative Assessments	Exemplar Lessons
Unit 3 Test	

Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans. Unit 4: Going Green
Enduring Understandings	 Understanding the concept Going Green as it related to the target culture is a key concept moving forward in exploring the target culture. Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources. Identify renewable resources as found in authentic materials from electronic information sources and other sources. Identify renewable resources as found in authentic materials from electronic information sources and other sources. Explain the similarities recycling and environmental products and practices in home and target cultures. Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. 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. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary
Essential Questions	 What is the concept of Going Green in the target culture How do we communicate what is needed to maintain a healthy environment What are some cultural practices for recycling and managing the environment in the target culture?

Grade Level: 9th-12th Date: August 2019

Component/Rationale/Recommended Resources		
 Lesson Plans: Content and Language Objectives <u>Rationale</u> Language objectives are essential to support the linguistic development of students. They should be based on the four domains in language: Speaking, Listening, Reading and Writing <u>Recommended Resources:</u> Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ Please refer to Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6). 	Add Language Objectives	
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. Recommended Resources When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Commo_n%20Core_Volcabulary_Terms.pdf	
Background Knowledge <u>Rationale</u> • 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. <u>Recommended Resources</u> • Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. • Links should be explicitly made between past learning and new concepts	List necessary prerequisite knowledge Discuss misconceptions This section applies to all learners	

	Date. August 2019
 Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited. 	
Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
 Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. Recommended Resources The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <u>http://www.state.nj.us/education/cccs/frameworks/</u> 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: <u>http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</u> 	Differentiated instruction for all learners will be provided via several of the following possible modalities: Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations

Standard/ObjectiveMaterialsInstructional Strate• SWBAT: identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.Textbooks: • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French)• Breaking down the task • Dictation exercises • Providing step-by-step pri • Repeated practice • SwBAT: identify renewable resources as found in authentic materials from electronic information sources and other sources.• Breaking down the task • Dictation exercises • Providing step-by-step pri • Repeated practice • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language)• Breaking down the task • Dictation exercises • Providing step-by-step pri • Repeated practice • Sequenced Review• SWBAT: give and follow commands related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.• IAsi se dice!: Workbook and Audio Activities • IAsi se dice!: Workbook and Audio Activities • IAsi se dice!: Directed Sampler• Individual/Small-Group/A Class Instruction • Think Aloud • Active Participation	
 SWBAT: identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources. SWBAT: Identify renewable resources as found in authentic materials from electronic information sources and other sources. SWBAT: Identify renewable resources as found in authentic materials from electronic information sources and other sources. SWBAT: give and follow commands related to environmental practices. 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. SWBAT: identify environmental practices. 	
 products of the target culture as found in authentic materials from electronic information sources and other sources. SWBAT: Identify renewable resources as found in authentic materials from electronic information sources and other sources. SWBAT: Identify renewable resources as found in authentic materials from electronic information sources and other sources. SWBAT: give and follow commands related to environmental practices. 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. CONTACT. CONTACT. CONTACTS: Langue et culture françaises, 9th ed. Textbook Heine françaises, 9th ed. Textbook Heine françaises, 9th ed. Textbook A trench is conserving to the home and target cultures using digital tools and face-to-face communication. CONTACT. CONTACTS. CONTACTS.<	
 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. SWBAT: compare recycling and environmental products and practices in home and target cultures. SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. 	d sy to Whole nnections

Bridgeton Public School District	Grade Level: 9 th -12 th
Content: World Language I	Date: August 2019
 SWBAT: imitate culturally acceptable behavior used in the content examples. SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. SWBAT: identify and read grade level high frequency/irregular words in and out of context. SWBAT: orally produce single syllable words by blending sounds, including consonant blends. SWBAT: use illustrations and key details in a story to describe the elements of a story. SWBAT: use verbs in communicating ideas about the unit theme. SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). SWBAT: distinguish vowel sounds of the target language. 	
Summative Assessments	Exemplar Lessons
Unit 4 Test	

	<u> </u>
Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans. Unit 5: Music
Enduring Understandings	 Understanding the role of music in the culture of the target language. Comparing how music contrasts with that of our culture and the culture of the target language. Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. 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. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.
Essential Questions	 How do music and songs help me speak the target language? How are music and songs interwoven into the culture of the target language? How is the music of the target language compared with that of English? How is music part of the history that occur in the target culture?

Grade Level: 9th-12th Date: August 2019

Component/Rationale/Recommended Resources	
 Lesson Plans: Content and Language Objectives <u>Rationale</u> 	Add Language Objectives
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. Recommended Resources When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wyezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: <u>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm</u> <u>on%20Core_Volcabulary_Terms.pdf</u>
 Background Knowledge <u>Rationale</u> 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. <u>Recommended Resources</u> Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts 	List necessary prerequisite knowledge Discuss misconceptions This section applies to all learners

• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	
Resources: Scaffolds, Charts Diagrams and Technology	low will the instruction be differentiated for all learners?
 Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. Recommended Resources The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	hifferentiated instruction for all learners will be provided via several of the collowing possible modalities: achieve 3000 Visual and Graphic organizers visual states visual and Graphic organizers visual and Strategies visual and Strategies visual states visual states visual states visual and visual states visual visual states visual visual states visual visual visua

Lessons		
Standard/Objective	Materials	Instructional Strategies
 SWBAT: explain the use of music in the target language's culture. SWBAT: describe how music is used throughout the customs of their community. SWBAT: show how music in the student's culture compares to that of the target language. SWBAT: use music to express customs. SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension. SWBAT: imitate culturally acceptable behavior used in the content examples. SWBAT: participate in conversations with others using proper rules when speaking while going over classroom procedures. SWBAT: use words and phrases acquired through conversations, reading, and being read to, and responding to texts. SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. 	 <u>Textbooks:</u> Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) ¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) <u>Additional Materials:</u> ¡Asi se dice!: Workbook and Audio Activities ¡Asi se dice!: Digital Resource Sampler <u>Internet Resources:</u> www.123teachme.com www.Spanish4teachers.com www.signlanguage101.com www.Quizlet.com www.Myhq.com/public/v/a/vanderwerken University of Texas French Grammar <u>Additional Resources:</u> Various Media/Audio clips Handouts/Graphs/Vocabulary 	 Breaking down the task Dictation exercises Providing step-by-step prompts Repeated practice Sequenced Review Directed Questioning and Responses Sequence Tasks from Easy to Difficult Individual/Small-Group/Whole Class Instruction Think Aloud Active Participation Warm-Up Activities Meaningful Real Life Connections Modeling Goal Setting Graphic Organizers Scaffolding Lead Discussion Guided Notes Create and monitor group activities Facilitate group discussions PowerPoints Real World Application Technology based learning

Bridgeton Public School District	Ċ	Grade Level: 9 th -12 th
Content: World Language I	0	Date: August 2019
 SWBAT: identify and read grade level high frequency/irregular words in and out of context. SWBAT: orally produce single syllable words by blending sounds, including consonant blends. SWBAT: match text to the illustrations to find key ideas. SWBAT: use illustrations and key details in a story to describe the elements of a story. SWBAT: use verbs in communicating ideas about the unit theme. SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). SWBAT: distinguish vowel sounds of the target language. SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. SWBAT: identify adjectives when describing people, places, and events within a text. SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. 		
Summative Assessments	Exemplar Lesso	ons
Unit 5 Test		

Part II	Instructional Planning Guide Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans. Unit 6: The Future
Enduring Understandings	 Understanding what the future holds for you. Describing the possible occupations and educational opportunities that are available Explaining what opportunities are available to peers in the culture of the target language. Using a variety of strategies to make sense of key ideas and details presented in a text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. 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. Effectively using knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.
Essential Questions	 What will you do after high school? What occupations are available here and in the target language's culture? What are the educational opportunities available? What are your goals for your future?

Grade Level: 9th-12th Date: August 2019

Component/Rationale/R	ecommended Resources
 Lesson Plans: Content and Language Objectives <u>Rationale</u> 	Add Language Objectives
 Teaching Academic Vocabulary: Cognates <u>Rationale</u> The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. Recommended Resources When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day. The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wyezm4WcGS4 	Applicable Tier 2 and Tier 3 Vocabulary available at: <u>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Commo</u> <u>n%20Core_Volcabulary_Terms.pdf</u>
 Background Knowledge <u>Rationale</u> 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. <u>Recommended Resources</u> Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. Links should be explicitly made between past learning and new concepts 	List necessary prerequisite knowledge Discuss misconceptions This section applies to all learners

• Key vocabulary is emphasized. New vocabulary is presented in context. The number of	
vocabulary items is limited.	
Resources: Scaffolds, Charts Diagrams and Technology	How will the instruction be differentiated for all learners?
 Statistic free to reach to test complexiting dage, but to do so they need solutions and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <u>Recommended Resources</u> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. <u>http://www.state.nj.us/education/ccccs/frameworks/</u> 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: <u>http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</u> <u>http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf</u> 	Differentiated instruction for all learners will be provided via several of the following possible modalities: Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations

Lessons		
Standard/Objective	Materials	Instructional Strategies
 SWBAT: explain what comes after high school. SWBAT: describe occupations and vocations that they are interested in. SWBAT: understand the availability of high education in the USA and that of the culture of the target language. SWBAT: explain the different economic or occupational obstacles of the target language's culture. SWBAT: describe where they feel they will be in the future. SWBAT: use short sentences, learned words and phrases, and simple questions and commands when speaking and writing. SWBAT: understand some ideas and familiar details presented in clear, uncomplicated speech when listening. SWBAT: understand short text enhanced by visual clues when reading. SWBAT: communicate effectively with some hesitation and errors which do not hinder comprehension SWBAT: imitate culturally acceptable behavior 	Textbooks: • Contacts: Langue et culture françaises, 9th ed. Textbook Heinle Cengage Learning (French) • Learning American Sign Language: Levels I & II Pearson Education (American Sign Language) • ¡Asi se dice! Spanish I Textbook McGraw Hill Education (Spanish) Additional Materials: • ¡Asi se dice!: Workbook and Audio Activities • ¡Asi se dice!: Digital Resource Sampler Internet Resources: • www.123teachme.com • www.signlanguage101.com • www.duizlet.com • www.Myhq.com/public/v/a/vanderwerken • University of Texas French Grammar Additional Resources: • Various Media/Audio clips	 Breaking down the task Dictation exercises Providing step-by-step prompts Repeated practice Sequenced Review Directed Questioning and Responses Sequence Tasks from Easy to Difficult Individual/Small-Group/Whole Class Instruction Think Aloud Active Participation Warm-Up Activities Meaningful Real Life Connections Modeling Goal Setting Graphic Organizers Scaffolding Lead Discussion Guided Notes

Bridgeton Public School District Grade Level: 9th-12th Content: World Language I Date: August 2019 SWBAT: listen to, discuss and compare published stories/texts written by various authors to answer a question with guidance and support. • SWBAT: identify and read grade level high frequency/irregular words in and out of context. • SWBAT: orally produce single syllable words by blending sounds, including consonant blends. SWBAT: match text to the illustrations to find key ideas. • SWBAT: use illustrations and key details in a story to describe the elements of a story. • SWBAT: use verbs in communicating ideas about the unit theme. • SWBAT: monitor reading using context clues (does the picture match the text to help with comprehension). SWBAT: distinguish vowel sounds of the target • language. • SWBAT: identify the chronological order using the temporal words (First, Next, Last) to organize ideas in the target language. • SWBAT: identify adjectives when describing people, places, and events within a text. • SWBAT: write and/or revise using capitals, punctuation, and conventional spelling according to the target language of study. Summative Assessments **Exemplar Lessons** Unit 6 Test

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