Elementary World Languages
Grade 2
Curriculum Guide

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LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

DENISE CLEARY
ACTING SUPERINTENDENT

Kevin LaMastra
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022	**Education - Item #10**
Date	**Agenda Item**

Rationale
Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

WORLD LANGUAGES PROGRAM PHILOSOPHY

Course Description

The study of world languages is an essential component in the education of the students of the 21st Century. As the rapid advances of globalization create a growing interdependence between diverse people and cultures, we must strive to prepare students to participate fully and responsibly in both local and global communities. Therefore, the Linden World Languages Department believes that every student should be given the opportunity to study a world language.

Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and at least one other language. The department believes that each student must be provided with a broad range of educational and aesthetic experiences in language study in order to enhance the development of the student's individual interests and talents, and to develop a form of empathy which acknowledges the dignity and worth of all people.

We believe that the World Language curriculum should provide a sequential program of communicative-based language instruction in grades K- through 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through language instruction students are provided opportunities to reach out to others across cultural and linguistic boundaries. The National Standards for World Languages instruction identifies five goals for language education: **Communication, Cultures, Connections, Comparisons,** and **Communities**. In the world language classroom, standards influence the curriculum, assessment, and instruction. The three purposes of Communication (interpersonal, interpretive, and presentation) form the heart. Culture is always embedded in the instruction. Connections, Comparisons, and Communities enrich the learning activities. The performance standards inform the assessments that show students their progress toward higher levels of proficiency in using the target language. The focus is on what students can do with the language they are learning.

The Linden World Languages curriculum is organized around these goals.

We believe World Language instruction must be characterized by progressive learning with instruction based on inquiry, solving real life problems and upon application of concepts. We believe that an appreciation of the individual student's learning style is necessary for success in language learning.

The LPS World Language curriculum explores themes across the content areas and makes connections to the multicultural dimensions of the 21st Century, fostering a greater respect for ethnic differences and an understanding of world cultures.

PROGRAM GOALS

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Six general goals are reflected in this student-centered curriculum. Students will be able to:

Develop communicative competence and an understanding of other cultures.
As nations become increasingly interdependent, the need to communicate effectively in more than one language is essential. By interweaving the study of language and culture, our proficiency-oriented program seeks to broaden students' communication skills; to expand understanding and respect for differences; and to foster a sensitive appreciation with a positive disposition towards the languages and social traditions of others.

Demonstrate their abilities to learn another language.
Students must have experiences beginning in the early grades which lead to an understanding that language learning is an innate human capacity and that all children who speak one language should have the opportunity to learn another language commensurate with their individual learning styles and abilities.

Become problem solvers.
Students are expected to recognize problems, devise solutions with others, analyze advantages and disadvantages to the alternatives and evaluate the effectiveness of the strategies selected.

Read a variety of materials with comprehension and critical analysis.
Our sequenced, student-centered program synthesizes the development of reading skills and cultural awareness through the integrated study of art, music, history, and literature.

Write in clear, concise language for different purposes and audiences.
Students must learn to write and to explore themes and issues across content areas to respond to the demands created by growing diversity in the United States and economic interdependence worldwide.

Access technology-based communication and information systems.
Skills in the use of technology will facilitate career planning, improve workplace readiness and promote lifelong learning.

Linden Public Schools Secondary World Languages Curriculum

The themes and topic chosen for the Secondary world languages program lend themselves to the ACTFL goal of delivering instruction at least 90% in the target language, and the departmental goal of ensuring that we provide target language that is comprehensible and compelling to students. Thus, we begin with topics and scenarios that are the most familiar to students (self, family, school, etc.), making them comprehensible in the target language through scaffolding techniques and repeated exposures.

Note that these themes are repeated and expanded from year to year, building upon and enlarging the students' acquired battery of vocabulary and structures and moving the students towards higher levels of proficiency.

American Sign Language (ASL)

The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face unique challenges due to the modality differences between speaking and signing. This involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

Language Proficiency Levels

Unlike other NJ Student Learning Standards, the World Languages standard is benchmarked by proficiency levels, rather than grade levels. The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Linden Public Schools World Languages Proficiency Targets

LPS WL curricula has been designed to be congruent with the New Jersey Student Learning Standards, ACTFL recommendations and best practices in L2 teaching. Outcomes have been designed to meet NJSLS cumulative progress indicators, moving students on the proficiency continuum from novice towards advanced levels. The chart below outlines the projected proficiency progress of students across the grade levels.

Outcomes are based on the current frequency of instruction currently delivered in district. Elementary students receive a period of instruction every six-days, middle school students every other day, and high school students attend daily classes.

Students who study the same World Language in grades 9-12 will be positioned to graduate with a proficiency level that meets or exceeds the Intermediate-Mid description. All 12th grade students who demonstrate proficiency at the Intermediate level will be given an opportunity to take an assessment that will qualify them if successful to earn the NJ Seal of Biliteracy.

Elementary to Middle School Proficiency Targets

Grade Level	Course	Projected Proficiency Outcomes
K-5	Elementary World Language	Interpretive: Approaching Novice Mid Interpersonal: Approaching Novice Mid Presentational: Approaching Novice Mid
6	6th Grade World Language	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
7	7th Grade World Language	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
8	8th grade World Language	Interpretive: Approaching Novice High Interpersonal: Approaching Novice High Presentational: Approaching Novice High

Note: As students enter 9th grade, they may choose a new language of study. Students who have successfully completed WL Level 1 (demonstrating novice high proficiency) in the middle school may progress to World Language Level 2 in 9th grade.

High School Level Proficiency Targets

Grade Level	Course	Projected Proficiency Outcome
9-12	WL Level 1	Interpretive: Approaching Novice High Interpersonal: Approaching Novice High Presentational: Approaching Novice High
9-12	WL Level 2	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
9-12	WL Level 3	Interpretive: approaching /intermediate low Interpersonal: approaching /Intermediate low Presentational: approaching /Intermediate low
9-12	WL Level 4	Interpretive: Intermediate mid Interpersonal: Intermediate mid Presentational: Intermediate mid

Note: Linden High School offers classes in Heritage Spanish for students who possess higher levels of proficiency than non-heritage students. Our heritage students vary greatly in the levels of literacy that they possess in their home language. Some arrive in heritage classes with stronger receptive skills (the ability to hear and understand Spanish) at a more advanced proficiency level than their non-heritage peers, but low proficiency rates in productive skills (speaking and writing). But this varies from student to student, as others do arrive in Heritage Spanish with higher productive proficiency levels. For this reason, projected outcomes are predicted in a more general fashion, addressing individual students needs with the goal of developing proficiency levels across the wide horizontal scope of the intermediate range towards advanced proficiency.

Grade Level	Course	Projected Outcome Overall Proficiency Levels
9-12	WL Heritage Level 1	Intermediate Low
9-12	WL Heritage Level 2	Intermediate Mid
9-12	WL Heritage Level 3	Approaching Intermediate High

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.

The Seal of Biliteracy seeks to:
- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, Italian, and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12[th]grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

World Languages K-12

Linden Public Schools Elementary World Languages Curriculum
The themes and topic chosen for the elementary world languages program lend themselves to the ACTFL goal of delivering instruction at least 90% in the target language, and the departmental goal of ensuring that we provide target language that is comprehensible and compelling to students. Thus, we begin with topics and scenarios that are the most familiar to students (self, family, school, etc.), making them comprehensible in the target language through scaffolding techniques and repeated exposures.

Note that these themes are repeated and expanded from year to year, building upon and enlarging the students' acquired battery of vocabulary and structures and moving the students towards higher levels of proficiency.

The elementary World Language class is designed to accommodate students who are new to the target language as well as those who had the benefit of exposure to the language. Elementary World Language students receive one class period of instruction every six days. This gentle introduction to World Language study seeks to address affective factors so as to help young learners to feel comfortable and confident about learning a second language. This prepares students for success in the secondary World Languages program as students build upon this foundation, intensifying with increased meeting times and working on developing fluency while building upon the students' emerging literacy skills in both their L1 and L2.

Repetition, Recycling and Expansion
Second Language Acquisition Research informs us that learners acquire language not through the explicit teaching of grammatical structures, but through exposures to comprehensible input. Learners acquire language by hearing messages in the target language that they can understand. With that key SLA principle in mind, the World Languages curriculum seeks to establish core vocabulary drawn from the 100-200 most frequent words used in the target language. This vocabulary is introduced, reinforced, recycled and gradually expanded as students gradually develop the proficiency necessary to first listen and read increasingly complex messages (from words to phrases to paragraph level stories), then leading to their ability to produce original messages (speaking and writing) in the target language.

Teachers strive to provide students with ***comprehensible and compelling input***, delivered in the target language each day through activities (classroom routines, stories, music, interactions) designed to use language for authentic purposes rather than "language practice".

A well-designed World Languages class will have a variety of activities where the teacher interacts with students using target vocabulary and structures in an authentic communicative context. That is to say, rather than solely focusing on explicit teaching of grammatical structures and vocabulary, the teacher should instead present these items in the context of meaningful

content that is comprehensible and compelling to students. Current events, cultural representations (music, art, literature), the lives of our students, and academic content (connections to social studies, science, and math) form the ideal context for language learning when made comprehensible by a skillful teacher through scaffolding and careful design of comprehensible input.

As an example, the 200 most used words in every day communication are presented below for Spanish/English. Teachers will be able to interact with students in the target language in a comprehensible way as students develop masters over the Super 7 Structures and these foundational vocabulary targets.

200 Most Common Words in Spanish (in order)

#	Spanish	English	#	Spanish	English
1.	el / la	the	50.	mismo	same
2.	de	of	51.	yo	I
3.	que	that / what	52.	también	also
4.	y	and	53.	hasta	until
5.	a	to	54.	año	year
6.	en	in	55.	dos	two
7.	un	a	56.	querer	to want
8.	ser	to be	57.	entre	between
9.	se	pronoun, reflexive marker, himself / herself	58.	así	like that
10.	no	no	59.	primero	first
11.	haber	to have, hay, había	60.	desde	since
12.	por	for	61.	grande	large, great, big
13.	con	with	62.	eso	that
14.	su	his, hers, theirs	63.	ni	not, neither
15.	para	for	64.	nos	us
16.	como	like, as	65.	llegar	arrive
17.	estar	to be	66.	pasar	to pass
18.	tener	to have	67.	tiempo	time, weather
19.	le	to him	68.	ella	her / she
20.	lo	the (lo mejor es estudiar mucho)	69.	sí	yes
21.	lo	it (lo compré en la tienda)	70.	día	the day
22.	todo	all	71.	uno	one
23.	pero	but	72.	bien	well
24.	más	more	73.	poco	a little
25.	hacer	to do, make	74.	deber	should
26.	o	or	75.	entonces	then
27.	poder	to be able to	76.	poner	to put
28.	decir	to say, tell	77.	cosa	thing
29.	este	this	78.	tanto	so much
30.	ir	to go	79.	hombre	the man
31.	otro	other	80.	parecer	to appear
32.	ese	that	81.	nuestro	our
33.	la	it (feminine)	82.	tan	so much
34.	si	if, whether	83.	donde	where
35.	me	pronoun, me (¿cuándo me va a llamar?)	84.	ahora	now
36.	ya	already, still	85.	parte	part
37.	ver	to see	86.	después	after
38.	porque	because	87.	vida	life
39.	dar	to give	88.	quedar	to stay
40.	cuando	when	89.	siempre	always
41.	él	he	90.	creer	to believe
42.	muy	very	91.	hablar	to talk
43.	sin	without	92.	llevar	to wear, carry
44.	vez	time	93.	dejar	to leave
45.	mucho	a lot	94.	nada	nothing
46.	saber	to know	95.	cada	each
47.	qué	what, that	96.	seguir	to follow
48.	sobre	about	97.	menos	minus, less
49.	mi	my	98.	nuevo	new
50.	alguno	some	99.	encontrar	to find, meet

101.	algo	something		151.	nunca	never
102.	sólo	only, just		152.	manera	way, manner
103.	pues	then, well then		153.	cual	which, who, whom
104.	llamar	to call		154.	mientras	meanwhile, while, whereas, as long as
105.	venir	to come		155.	contar	to count, tell
106.	pensar	to think		156.	fin	end
107.	aquel	that (over there)		157.	tipo	type, kind
108.	momento	moment, time		158.	gente	people
109.	sino	but rather		159.	además	in addition to, also, as well, besides
110.	esto	this		160.	solo	lonely, alone
111.	salir	to leave		161.	empezar	to begin
112.	volver	to return		162.	ejemplo	example (por ejemplo, for example)
113.	forma	form, shape, way		163.	esperar	to wait
114.	antes	before		164.	hoy	today
115.	bueno	good		165.	lado	side (al lado, beside)
116.	casa	house		166.	hijo	son
117.	aunque	even though		167.	allí	there
118.	mundo	world		168.	este	this one
119.	tres	three		169.	problema	problem
120.	tal	such		170.	cuenta	bill, account
121.	mejor	better		171.	medio	means, middle
122.	tomar	to take, drink		172.	contra	against, opposite
123.	cierto	true		173.	buscar	to look for
124.	conocer	to meet, know		174.	dentro	within, inside
125.	hacía	toward, towards		175.	largo	long
126.	cómo	how?		176.	palabra	word
127.	mujer	woman		177.	existir	to exist
128.	vivir	to live		178.	niño	child
129.	aquí	here		179.	entrar	to enter
130.	caso	case / ocasión		180.	embargo	sin embargo, however, nevertheless
131.	sentir	to feel		181.	único	only, unique, sole
132.	luego	later		182.	padre	father
133.	país	country		183.	trabajar	to work
134.	tratar	to try		184.	pequeño	small
135.	lugar	place		185.	alto	tall
136.	te	you (¿no te han hablado?)		186.	cambio	change
137.	persona	person		187.	escribir	to write
138.	mayor	larger, older, main		188.	cuatro	four
139.	último	last, final		189.	ahí	there
140.	propio	own		190.	perder	to lose
141.	quién	who, whom		191.	nosotro	we
142.	mirar	to look, watch		192.	historia	history, story
143.	hora	hour		193.	idea	idea
144.	ninguno	none, nobody		194.	agua	water
145.	trabajo	work (noun)		195.	producir	to produce
146.	casi	almost		196.	noche	night
147.	punto	point, dot, period		197.	cuidad	city
148.	durante	during		198.	modo	way, manner
149.	cualquier	any, anyone		199.	nombre	name
150.	mano	hand		200.	ocurrir	to occur

World Language Practices:
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities.

Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

A note on Performance vs Proficiency:

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. Below is a chart from *ACTFL* Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- *Performance* is defined as how well a learner uses language acquired in a classroom setting.

- *Proficiency* is defined as the spontaneous use of language in real-world situations that might occur when:
    - interacting with native speakers of the language, or immersed in a target language environment.

Assessing Performance	Assessing Proficiency
sed on instruction: Describes what the language learner can demonstrate based on what was learned	*Independent of specific instruction or curriculum*: Describes what the language user can do regardless of where, when or how the language was acquired
ctice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	*Spontaneous*: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	*Sustained performance across all the tasks and contexts for the level*: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Elementary World Languages
Grade 2

Unit 1
Superheroes!

The first unit, "*Superheroes*", provides an opportunity to introduce a linguistic structures expressing ability (Can) combined with some common verbs (run, swim, fly, etc.) combined with a variety of essential adverbs and adjectives. The targets maybe introduced with high interest stories involving Superheroes, later providing students the opportunity to describe their own talents and interests with others. This unit, like all units in the elementary curriculum is structured to allow teachers the opportunity to provide a great deal or recycling and repetition of the key vocabulary and structures that students will need to develop acquisition of the L2. In addition to being able to state one's name, age, where they are from, etc. Students will also be able to say at least one thing that makes them unique – a special ability such as speaking another language, play and instrument, sing, etc. Through need and context, students will gradually learn classroom objects, commands, and feelings through natural communication.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
10 Classes 1 trimester	Elementary classes meet once every six days for a 45-minute period of instruction	Chinese Spanish	Approaching Novice Mid Proficiency

Stage 1: Identify Desired Results

New Jersey Student Learning Standard for World Languages 2020 Edition

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NL.IPRET.1-5

7.1.NL.IPERS. 1-6

7.1.NL.PRSNT.1-6

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CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the	• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oraldirections, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

target language.	• 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
CORE IDEA:	**Performance Expectations: Presentational Mode of Communication**
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

CORE IDEA:	**Performance Expectations: Interpersonal Mode of Communication**
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Computer Science and Design Thinking 8.1.2.IC.1 8.1.2.DA.2 8.1.2.AP.4	**Career Readiness, Life Literacies, and Key Skills** 9.2.5.CAP.4 9.4.2.DC.3 9.4.2.GCA:1 9.4.2.TL.6

Essential Questions	Enduring Understandings
What strategies can I use to better understand unfamiliar language? What strategies can I use to make myself understand as I learn a new language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Note: The essential questions and enduring understandings that we pursue are most often related to the understanding of what language is, how it is intertwined with culture, and developing strategies for coping and successfully communicating before full proficiency is acquired.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
Formative Assessment Plan: Anecdotal records, Unit Assessments, Collaborative Discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.	▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed within the novice range low-mid range across the interpretive, interpersonal modes of communication.

Integrated Performance Assessments (IPAs) are given at the end of each unit or trimester to evaluate students' progress towards meeting proficiency bench marks at the novice-mid level.

The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.

Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.

Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.

This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.

Stage 3: Learning Plan
The thematic units of the LPS Elementary World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the elementary World Language curriculum is to advance students from novice low to novice mid proficiency.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. • Linguistic Activities • Logical-mathematical • Spatial Bodily-Kinesthetic • Interpretive, interpersonal and presentational • Reading, listening, viewing • Singing, drawing, dancing Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of > than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets. Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.

Vocabulary

Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions:

Expressing abilities, talents I can . . . . . She/He can. . . Strong/weak	Vocabulary related to student hobbies, sports, talents. Play the piano, guitar Swim, run fast, dance, fly More than, less than	Talented, gifted Much, many Fast, slow, strong well, good, bad, badly

Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Elementary Vocabulary and structure Focus Targets	Colors Numbers Animals	Family Familiar Places Familiar Activities School items	Days Months Time Weather Hot/Cold	There is To be To have To like To want To go

What will students be able to do with the language?

Interpretive	**Interpersonal**	**Presentational**
Students will demonstrate understanding of increasingly complex stories in the target language using the unit's target vocabulary and structures. Students can demonstrate comprehension of a unit story that they have listened to by answering questions about it with yes/no, either/or, or short phrases.	Students can exchange basic information about themselves, such as their talents (things they are able to do) using sentence frames.	Students can describe a photo using memorized expressions to tell about a Superhero, or to tell about their own talents.

	Interpretive Mode	U1	U2	U3
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	X	x	X
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral	X	x	X

	directions, commands, and requests.			
7.1.NL.IPRET.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	X	x	X
7.1.NL.IPRET.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	X	X	X
7.1.NL.IPRET.4	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	X	X	X

	Interpersonal Mode	U1	U2	U3
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.	X	X	X
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.	X	X	X
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.	X	X	X
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words			X

			U1	U2	U3
	and phrases related to climate change in the target culture(s) and in students' own cultures.				

	Presentational Mode	U1	U2	U3
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.	X	X	X
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.	X	X	X
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.	X	X	X
7.1.NL.C.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	X	X	X

What can students do with what they know about culture?
Investigate: Students can identify & distinguish how dates and phone numbers are written in the L2.

Reflect: Students can think about how some words sound alike and different compared to L1.
Interact: Students can share some information about themselves with students from the target culture.

Suggested Resources and Materials
Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.
CULTURALLY Authentic L2 Story Books, Music, and Media
Magic Box, Puppet Show, Flash Cards, Calendar Talk
Teacher produced comprehensible stories and presentations for listening and reading
Technology Tools: Power point, Smart Boards, FlipGrid, Kahoot,
Internet Resources: Calico, Rockalingua, TeacherTube, YouTube,
Culturally authentic realia, maps, dvds, and other authentic resources

Helpful Resources For Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
CI Peek	https://fluencymatters.com/category/ci-peek/
World of Reading / L2 Texts	https://www.wor.com
Krashen on L2 Acqusition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.com

Interdisciplinary Connections

The Elementary World Languages themes which connect to family, home, chores and holidays provide an opportunity for rich cross-curricular opportunities.

As the target language becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of their World Language offers much to their overall education.

1. Art
   - Draw with various media
   - Cut and paste

2. Language Arts
   - Demonstrate characteristics of a good listener
   - Follow a one-step oral direction
   - Compare and contrast sounds
   - Recall presented materials
   - Identify a purpose for listening
   - Listen for a variety of purposes
   - Activate prior knowledge
   - Listen to various forms of music
   - Describe objects/pictures
   - Communicate in complete sentences
   - Obtain information by asking questions
   - Participate in various forms of oral communication
   - Interact verbally in informal situations, make introductions

3. Mathematics
   - Sort objects in a variety of ways
   - Recognize, develop pattern
   - Reason, connect mathematical understandings
   - Observe/Compare by measurable attributes
   - Count objects
   - Represent quantities

4. Music
   - Explore differences between speaking and singing
   - Sing songs in a limited range

5. Reading
   - Identify words

6. Science
   - Observe weather conditions

7. Social Studies
   - Identify self by name and birthday
   - Be introduced to other people and places

Interdisciplinary Connections

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
Related NJSLS	**Career Awareness and Planning** Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Related NJSLS	**Creativity and Innovation** Performance Expectations
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Related NJSLS	**Critical Thinking and Problem-solving** Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Related NJSLS	**Digital Citizenship** Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.
Related NJSLS	**Global and Cultural Awareness** Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Related NJSLS	**Information and Media Literacy** Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	**Technology Literacy** Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.

9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	**Civics, Government, and Human Rights: Civics and Political Institutions** Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
Related NJSLS	**Civics, Government, and Human Rights: Participation and Deliberation** Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
Related NJSLS	**Civics, Government, and Human Rights: Democratic Principles** Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Related NJSLS	**Civics, Government, and Human Rights: Processes and Rules** Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	**Civics, Government, and Human Rights: Civic Mindedness** Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace

		- Present ideas using auditory, visual, kinesthetic, & tactile means - Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate	- Present ideas using auditory, visual, kinesthetic, & tactile means - Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate

Elementary World Languages
Grade 2

Unit 2
The Foods We Eat
The second unit, "The Foods We Eat" allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while introducing vocabulary related to foods. Students will be able to express hunger, thirst, and recognize basic foods of both their home and target culture.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
10 Classes 1 trimester	Elementary classes meet once every six days for a 45-minute period of instruction	Chinese Spanish	Approaching Novice Mid Proficiency
Stage 1: Identify Desired Results			

New Jersey Student Learning Standard for World Languages 2020 Edition

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.NL.IPRET.1-5
7.1.NL.IPERS. 1-6
7.1.NL.PRSNT.1-6

CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oraldirections, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
CORE IDEA:	Performance Expectations: Presentational Mode of Communication

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

CORE IDEA:	Performance Expectations: Interpersonal Mode of Communication
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
8.1.2.IC.1 8.1.2.DA.2 8.1.2.AP.4	9.2.5.CAP.4 9.4.2.DC.3 9.4.2.GCA:1 9.4.2.TL.6

Essential Questions	Enduring Understandings
What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to make myself understand as I learn a new language?	Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
Formative Assessment Plan: Anecdotal records, Unit Assessments, Collaborative Discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.	▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ Portfolios documenting Evidence of the completion of "Can Do" tasks performed within the novice range low-mid range across the interpretive, interpersonal modes of communication.

Integrated Performance Assessments (IPAs) are given at the end of each unit or trimester to evaluate students' progress towards meeting proficiency bench marks at the novice-mid level.

The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.

Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.

Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.

This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.

Stage 3: Learning Plan

The second unit, "The Foods We Eat" allows students to receive more input further familiarizing them with previously introduced vocabulary and structures, while introducing vocabulary related to foods. Students will be able to express hunger, thirst, and recognize basic foods of both their home and target culture.

The thematic units of the LPS Elementary World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the elementary World Language curriculum is to advance students from novice low to novice mid proficiency.

Content	Activities	Methodologies
- Greetings, farewells - Introduction/names - Colors - Numbers - Alphabet - Classroom commands (i.e., stand up, sit down, listen, etc.) Note: Cultural studies are embedded in each lesson through the use of culturally authentic stories, media and realia.	Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing	Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of > than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets. Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.

Content

Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions:

I'm hungry I'm thirsty I want / I'd like	To eat To drink Something to eat/drink Breakfast, lunch, dinner	A few basic foods L1+ L2 A few basic drinks L1 +2 Ex: eggs, soup, hamburger, pizza, taco, spaghetti, milk, water, soda, juice, coffee, tea, etc.

Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Elementary Vocabulary and structure Focus Targets	Colors Numbers Animals	Family Familiar Places Familiar Activities School items	Days Months Time Weather Hot/Cold	There is To be To have To like To want To go

What will students be able to do with the language?

Interpretive	Interpersonal	Presentational
Students can comprehend a simple story that is expressed using target vocabulary and structures. (i.e., involving the topic of food/drink and previously introduced topics)	Students can communicate using short memorized phrases or routines that they have practiced to talk about their meals.	Students can express hunger and thirst orally. Students can label an image using a word bank with familiar vocabulary and structures focused upon in theme 2.

Embedded Culture: What can students do with what they know about culture?
Investigate: Students can compare/contrast foods in the target culture.
Reflect: Students can think about how foods at home are like or unlike as in the target culture. Student can think about why students may enjoy different activities in different countries.
Interact: Students can share information about what they like to eat at various meals with someone from a different culture.

	Interpretive Mode	U1	U2	U3
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	X	x	X

		U1	U2	U3
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.	X	x	X
7.1.NL.IPRET.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	X	x	X
7.1.NL.IPRET.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		X	X
7.1.NL.IPRET.4	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		X	X

	Interpersonal Mode	U1	U2	U3
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.	X	X	X
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.	X	X	X
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.	X	X	X

7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.		X	X

	Presentational Mode	U1	U2	U3
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.	X	X	X
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.	X	X	X
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.	X	X	X
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	X	X	X

Suggested Resources and Materials
Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.
CULTURALLY Authentic L2 Story Books, Music, and Media
Magic Box, Puppet Show, Flash Cards, Calendar Talk
Teacher produced comprehensible stories and presentations for listening and reading
Technology Tools: Power point, Smart Boards, FlipGrid, Kahoot,
Internet Resources: Calico, Rockalingua, TeacherTube, YouTube,
Culturally authentic realia, maps, dvds, and other authentic resources

Helpful Resources For Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet-edition/
CI Peek	https://fluencymatters.com/category/ci-peek/
World of Reading / L2 Texts	https://www.wor.com
Krashen on L2 Acqusition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.com

Interdisciplinary Connections

The Elementary World Languages themes which connect to family, home, chores and holidays provide an opportunity for rich cross-curricular opportunities.

As the target language becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of their World Language offers much to their overall education.

8. Art
- Draw with various media
- Cut and paste

9. Language Arts
- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
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- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations, make introductions

10. Mathematics
- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

11. Music
- Explore differences between speaking and singing
- Sing songs in a limited range

12. Reading
- Identify words

13. Science
- Observe weather conditions

14. Social Studies
- Identify self by name and birthday
- Be introduced to other people and places

Interdisciplinary Connections

21st Century Life and Careers

Related NJSLS	**Civic Financial Responsibility** Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
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6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	**Gifted and Talent Accommodations and Modifications**	**Special Education and At-Risk Accommodations and Modifications**	**English Language Learners Accommodations and Modifications**
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means

		- Present ideas using auditory, visual, kinesthetic, & tactile means - Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate	- Provide graphic organizers and/or highlighted materials - Strategy and flexible groups based on formative assessment - Differentiated checklists and rubrics, if available and appropriate

Elementary World Languages
Grade 2

<mark>Unit</mark> 3
Preferences
The third Unit, "Preferences" allows students to continue to comprehend/use, recycle, and expand the previously introduced vocabulary and structures (activities, foods, etc.) in a context using the high interest, personalized contexts. Students will be able to listen and comprehend increasingly complex stories involving characters with definitive preferences in stories and messages that use and expand the vocabulary and structures that students have previously been exposed to.

Suggested Pacing	Frequency of Instruction	Languages Offered	Proficiency Level Target
10 Classes 1 trimester	Elementary classes meet once every six days for a 45-minute period of instruction	Chinese Spanish	Approaching Novice Mid Proficiency
Stage 1: Identify Desired Results			

New Jersey Student Learning Standard for World Languages 2020 Edition
Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. 7.1.NL.IPRET.1-5 7.1.NL.IPERS. 1-6 7.1.NL.PRSNT.1-6

CORE IDEA:	Performance Expectations: Interpretive Mode of Communication
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oraldirections, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

CORE IDEA:	Performance Expectations: Presentational Mode of Communication
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

CORE IDEA:	Performance Expectations: Interpersonal Mode of Communication
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Computer Science and Design Thinking 8.1.2.IC.1 8.1.2.DA.2 8.1.2.AP.4	Career Readiness, Life Literacies, and Key Skills 9.2.5.CAP.4 9.4.2.DC.3 9.4.2.GCA:1 9.4.2.TL.6

Essential Questions	Enduring Understandings
What strategies can I use to better understand unfamiliar language?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

What strategies can I use to make myself understand as I learn a new language?	Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
Formative Assessment Plan: Anecdotal records, Unit Assessments, Collaborative Discussion, tests, quizzes, exit tickets, picture prompt quick writing activities, class polls, performance tasks, listening comprehension tasks, project-based Assessment. Online mini-assessments: Socrative, Kahoot, etc. Assessment of the three modes of communication via student choice boards, student-designed assessment activities, creative extension projects.	- IPA's: Integrated Performance Assessments - End of Unit Projects - Portfolios documenting Evidence of the completion of "Can Do" tasks performed within the novice range low-mid range across the interpretive, interpersonal modes of communication.

Integrated Performance Assessments (IPAs) are given at the end of each unit or trimester to evaluate students' progress towards meeting proficiency bench marks at the novice-mid level.

The IPA is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational.

Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. Teachers are to design IPAs at the designated proficiency level target of the class, providing tasks that given the students the opportunity to demonstrate their achievement of the targeted CPIs described in the units of the curriculum.

Student performance on Integrated Performance Activities are graded using rubrics which provide the students with feedback about how their performance in the assessed interpersonal, interpretive and presentational tasks matched with the targeted proficiency level.

This curriculum provides examples of ACTFL Rubrics for use with IPA tasks at the novice, intermediate and advanced levels. See the appendices at the end of this document.

Stage 3: Learning Plan
The thematic units of the LPS Elementary World Language Curriculum have been designed to provide instruction and opportunities for students to develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal

of the elementary World Language curriculum is to advance students from novice low to novice mid proficiency.

Content	Activities	Methodologies
- Greetings, farewells - Introduction/names - Colors - Numbers - Alphabet - Classroom commands (i.e., stand up, sit down, listen, etc.) Note: Cultural studies are embedded in each lesson through the use of culturally authentic stories, media and realia.	Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Singing, drawing, dancing	Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language, with the goal of > than 90% use of the target language. Therefore, teachers must use scaffolding strategies and limit the amount of new language introduced to ensure that students receive the required amount of repeated exposures to target vocabulary and structures to ensure comprehensibility and the development of fluency within the limited scope of our curricular targets. Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.

Content

Vocabulary will relate to student interests and preferences. Teachers will recycle and fortify previously used vocabulary (i.e., seasons, colors, foods, etc.) using new structures permitting students to express preferences. Focus vocabulary & structural targets to be taught in a communicative context with stories, music and interactions:

I like, I don't like I hate, I can't stand I prefer Do you like Do you prefer x or y	Or More, less I think Better/worse	to look to watch to play

Teachers should continue to repeat and recycle all previously used vocabulary to shelter the introduction of new vocabulary, and to help students to acquire proficiency with the core vocabulary and structures identified in the K-5 curriculum.

Repeated Exposures & Expansions of Elementary Vocabulary and structure Focus Targets	Colors Numbers Animals Family School Items	Familiar Places Familiar Activities School items Familiar Foods Hunger/Thirst	Days Months Time Weather Hot/Cold	There is To be To have To like To want To go

What will students be able to do with the language?

Interpretive	Interpersonal	Presentational
Students can demonstrate understanding of stories and messages containing the target vocabulary and structures used in this unit. Students will be able to answer comprehension questions with responding with yes/no, either/ or with brief phrases.	Students can answer a partner's questions about likes and preferences responding with yes/no, either/ or with brief phrases.	Students can tell about their preferences, pointing to a photo and using target vocabulary and structures. Students can tell about their preferences, with scaffolding support using target vocabulary and structures.

Embedded Culture: What can students do with what they know about culture?

Investigate: Students can identify and analyze photos of target culture peers engaged in preferred activities.
Reflect: Students can think about why aspects of these preferred activities may differ in the L2 culture.
Interact: Students can share information about their preferred activities with someone from a different culture.

	Interpretive Mode	U1	U2	U3
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral,	X	x	X

		U1	U2	U3
	viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.			
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.	X	x	X
7.1.NL.IPRET.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	X	x	X
7.1.NL.IPRET.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	X	X	X
7.1.NL.IPRET.4	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	X	X	X

	Interpersonal Mode	U1	U2	U3
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.	X	X	X
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.	X	X	X

7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.	X	X	X
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.	X	X	X
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	Presentational Mode	U1	U2	U3
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.		X	X
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.	X	X	X
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.	X	X	X
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6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator Number	Emotional Health Indicator

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work Examples of accommodations in 504 plans include: preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing	Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials	Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products	Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks"

excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate	Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate