



Totowa Public Schools

World Language

Grade K

Aligned to NJSLS 2020 Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Introducing Oneself: Greetings and Farewells	4 Weeks	Proficiency level is Novice Low
Expressions of courtesy and feelings	5 Weeks	Proficiency level is Novice Low
Colors & Shapes	8 Weeks	Proficiency level is Novice Low
Numbers 1-10	5 Weeks	Proficiency level is Novice Low
Days of the Week	4 Weeks	Proficiency level is Novice Low
Animal/Pets	5 Weeks	Proficiency level is Novice Low. Lesson satisfy Climate Change law.
Parts of the Body	5 Weeks	Proficiency level is Novice Low

Unit Title	Introducing Oneself: Greetings and Farewells
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit students will learn simple greetings, farewells, and other pleasantries.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Understanding how people greet each other in the target language. • Why are there differences between saying hello and goodbye to our friends, my teachers, and other adults. • Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Greet and leave people in a polite way. • Understand when someone greets you. • Demonstrate ability to say hello and goodbye to someone my age or younger. • Say hello and goodbye to my teacher, professor, or supervisor. • Introduce myself to others. • State my name and ask someone's name. • Understand how to use authentic expressions in the target language to greet people • Express their name and ask a classmate what their name using think-pair-share • Basic commands (Stop, Look, Listen, Raise your hand, Stand Up, Sit Down, Wash your hands, Pay attention)

- Classroom Procedures (Raise your hand, Pay attention, Listen, Follow Directions)
- Career Exploration – Explore careers that require learning another language.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency. Portfolio of student work.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Teacher generated tests/assessments, Oral and Written Assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment Needed	YouTube Kids, Computer, Internet, Duolingo, Word Reference, cards/pictures of different actions (greetings and commands) crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, <i>My First English-Italiano Learning Library</i> (la mia prima biblioteca delle parole Inglese-Italiano) Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	<ul style="list-style-type: none"> • 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.

<p>authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, 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.
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 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.
World Language Practices	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture

- Connection
- Comparisons
- Community

NJ: 2016 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicators

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story
- RL.K.4. Ask and answer questions about unknown words in a text.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

<i>Language</i>	
<ul style="list-style-type: none"> • L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 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). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Social Studies	<ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

Unit Title	Expression of Courtesy & Feeling
Unit Duration	5 Weeks

Unit Summary & Rationale	<i>The unit is designed to provide students with simple phrases and vocabulary to express feelings and polite courtesies.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do I express my age and ask others? • How do I greet my intended audience? • How do I describe myself, family members, and other nouns? • How do I express how I feel? • How can I express positive emotion?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Express my age and ask others for their age. • Greet people appropriately. • Use vocabulary to form a simple sentence about how I am feeling, describe myself, and my family. • Express how students are feeling and ask a classmate how they are feeling • Express emotions/feelings (happy, sad, good, bad, excited, scared, surprised, angry, tired)
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p>

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment Needed	YouTube Kids, Computer, Internet, Duolingo, Word Reference, Pictures showing various emotions (happy/sad/tired, etc.), crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano) Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 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 oral directions, 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.
<i>Interpersonal Mode of Communication</i>	

<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 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.
<p><i>Presentational Mode of Communication</i></p>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
World Language Practices	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). • RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). • RL.K.3. With prompting and support, identify characters, settings, and major events in a story 	

- RL.K.4. Ask and answer questions about unknown words in a text.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
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- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

Language

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 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).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Unit Title	Numbers
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn numbers in the target language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How are numbers important in today's world? • How can one count from 0-20 and by tens to 50 in the target language? • How can one add and subtract in the target language • How can one state their phone number? • How can one use numbers to state their address?
Enduring Understandings	<ul style="list-style-type: none"> • People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify numbers 0-20 orally and in written form. • Count by 10s to 50 in the target language. • Count from 0-20 in the target language.

- Demonstrate knowledge of numbers by doing math problems in the target language (addition/subtraction)
- Identify numbers 0-20 out of sequence
- State my address and phone number

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Assessment Evidence	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment Needed	YouTube Kids, Computer, Internet, Duolingo, Word Reference, counting cubes/dice, various counting manipulatives, crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano) interactive apps and website. Approved Class Resource List How to count to 10 in Italian - https://www.youtube.com/watch?v=M0NtKuBtY0o How to count to 100 in Italian - https://www.youtube.com/watch?v=GeZkbFz4cL0
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
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.

	<p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>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.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p>

	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.
<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>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.</p>
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<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	

NJSLS Performance Expectations

Progress Indicator

Reading

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story

RL.K.4. Ask and answer questions about unknown words in a text.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

Language

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Math

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

	<p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). 4.</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Demonstrate fluency for addition and subtraction within 5.</p> <p>K.CC.A.</p> <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
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Unit Title	Colors and Shapes
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn basic colors and shapes. This unit builds upon the fundamental vocabulary when learning a new language.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name shapes and colors in the target language? • How can one recognize shapes related to one another? • How can one express color preferences? • How can one recognize some color words? • How can one recognize some shapes? • How can one count the sizes of some shapes?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.

Learning Outcomes	<ul style="list-style-type: none"> • Recognize primary color words. • Identify shapes such as triangles, circles, square, and ovals. • List colors in the target language. • Match colors and shapes.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment Needed	YouTube Kids, Computer, Internet, Duolingo, Word Reference, Pinkcatgames.com, various 3D and 2D shapes of different colors, crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano). Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	<ul style="list-style-type: none"> • 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

<p>authentic materials in the target language.</p>	<p>supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <ul style="list-style-type: none"> • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, 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.
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
<i>Presentational Mode of Communication</i>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> 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.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
World Language Practices	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> Communicate Culture Connection Comparisons Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). 	

- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story
- RL.K.4. Ask and answer questions about unknown words in a text.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

Language

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 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).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Math

- K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
- 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- 2. Correctly name shapes regardless of their orientations or overall size.
- 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Visual and Performing Art

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Unit Title	Days of the Week & Time
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>In this unit, students will begin to recognize the days of the week and time of day.</i>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How to recognize the days of the week in the target language. • How to tell time in the target language.
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Recite the days of the week in the target language. • Recite the months in the target language. • Demonstrate how to recognize the days of the week and time when heard.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning

Resources and Equipment	YouTube Kids, Computer, Internet, Duolingo, Word Reference, calendars, crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano) Approved Class Resource List
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Content & Interdisciplinary Standards

NJ 2020 SLS: World Languages

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	

<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 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 oral directions, 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.
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 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.
World Language Practices	
<p>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</p>	

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).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

NJ: 2016 SLS: English Language Arts

NJSLS Performance Expectations

Progress Indicator

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story
- RL.K.4. Ask and answer questions about unknown words in a text.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<i>Speaking & Listening</i>	
<ul style="list-style-type: none"> • SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). • B. Continue a conversation through multiple exchanges. 	
<i>Language</i>	
<ul style="list-style-type: none"> • L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). • 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). 	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)
Math	<ul style="list-style-type: none"> • K.CC.B. Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

Unit Title	Animals and Pets
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will be able to identify animals in the target language. Also, students will work on using simple vocabulary from the color unit.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can we talk about animals we see in pictures? • How can we recognize the colors we see in pictures of animals? • How can we ask questions about what we are learning? • How can one recognize the sounds of an animal? • What are some of the sounds animals make?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify farm animals by looking at pictures • Demonstrate knowledge of animal vocabulary and their sounds. • Develop initial vocabulary by using picture word association • Recognize animals by using pictures. • Describe farm animals by color and size • Discuss how climate change impacts animals in Italy/Europe.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p>

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	<p>YouTube Kids, Computer, Internet, Duolingo, Word Reference, pictures of animals, recordings of animal sounds, crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano)</p> <p>Italian Animals - https://www.youtube.com/watch?v=83_u20tSIIO</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 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 oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

	<ul style="list-style-type: none"> 7.1.NL.IPRES.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.
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> 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.
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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
World Language Practices	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> • Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
<i>Reading</i>	
<ul style="list-style-type: none"> • RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). • RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). • RL.K.3. With prompting and support, identify characters, settings, and major events in a story • RL.K.4. Ask and answer questions about unknown words in a text. 	

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

Language

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

- 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).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 2nd Grade)
Science	<ul style="list-style-type: none"> • K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. • K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
Social Studies	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Unit Title	Parts of the Body
Unit Duration	5 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn parts of the body. Each grade level will review different parts of the body such as face, arms/legs, hands/fingers, feet/toes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can one name parts of their body in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • Learning another language connects us to a greater world.
Learning Outcomes	<ul style="list-style-type: none"> • Identify parts of the body in the target language. (Hands, feet, finger, toes, shoulder, knees). Parts of the body (head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms)
Assessment Evidence	

Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	YouTube Kids, Computer, Internet, Duolingo, Word Reference, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano), pictures of head, shoulders, knees, toes, eyes, mouth, ears, stomach, legs, arms) crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, Parts of the Body - https://www.youtube.com/watch?v=doU49uj2u-w Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 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 oral directions, commands, and requests.

	<ul style="list-style-type: none"> • 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.
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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.
<i>Presentational Mode of Communication</i>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> 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.
World Language Practices	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> Communicate Culture Connection Comparisons Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	

Progress Indicator

Reading

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story
- RL.K.4. Ask and answer questions about unknown words in a text.
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

Language

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 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).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations (By the end of 2nd Grade)

Science

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Health/PE

- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.