



# **K-2 WORLD LANGUAGE CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: August 2022**

## **Introduction**

Within the scope of the first-year Spanish program, in Kindergarten, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening and speaking. Within the scope of the second-year Spanish program, in grade 1, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening and speaking with an introduction to writing. Within the scope of the third-year Spanish program, in grade 2, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening, speaking, and writing. How language and culture interact and promote intercultural understanding will also be emphasized in all three year. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language. These courses also integrate learning Spanish simultaneously within the regular curriculum.

## **Course Description**

The scope of the Kindergarten through grade 2 Spanish program focuses on providing students with a continued foundation in moving toward language proficiency. These 35 minute a week courses will address the mode of communication: interpersonal. Emphasis will be on listening, speaking, reading, in the target language. Students will also develop cultural knowledge and intercultural understanding through the introduction of new vocabulary and cultural topics.

The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to ensure a high interest level, a wide range of exercises, activities, and resources are used. These mini courses in grades Kindergarten, 1 and 2, promote an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High proficiency level or higher.

## **Proficiency Levels**

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: 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: 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: 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: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

## **Accommodations and Modifications for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students**

Planning instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Teacher Modeling
- Online resources
- Allow for errors
- Visual Learning Activities
- Kinesthetic Activities
- Musical Activities
- Manipulatives
- Repetition
- Rephrasing
- Verbal Cues and Prompts

Differentiation for Enrichment

- Individual research or presentation
- Provide choices of modes working
- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Additional related readings
- Additional related writings
- Real world scenarios and problem solving
- Online resources

## Methods of Assessment

### *Student Assessment*

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and thus need to be assessed and evaluated. The types of assessment fall into **three** major categories:

- **Performance Assessment**- is defined as how well a learner uses language acquired in a classroom setting
- **Proficiency Assessment**- 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.
- **Achievement Assessment**- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment                      Project-Based Assessments
- Group assessment                              Listening Comprehension
- Portfolio assessment                      Oral Presentation
- Peer assessment
- Self-assessment

## **Instructional/Supplemental Materials**

### ***Texts/Supplemental Reading/References***

- Teach Them Spanish!
- Beginning Spanish for Young Children
- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

## **Interdisciplinary Connections**

As Spanish 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 Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

### Content-Based Topics

1. Art
  - Draw with various media
  - Cut and paste
1. 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
2. Mathematics
    - Sort objects in a variety of ways
    - Recognize, develop pattern
    - Reason, connect mathematical understandings
    - Observe/Compare by measurable attributes
    - Count objects
    - Represent quantities
  3. Music
    - Explore differences between speaking and singing
    - Sing songs in a limited range
  4. Reading
    - Identify words
  5. Science
    - Observe weather conditions
  6. Social Studies
    - Identify self by name and birthday
    - Be introduced to other people and places

***Grade Level Expectations & Student Outcomes:***

These 35 minute a week sessions will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Modeling utterances after the teacher, and singing

- Answering simple questions
- Listen to the teacher and peers
- Listen to authentic audio and video
- Read flashcards
- Writing phrases and full sentences
- Copy letters and punctuation
- Copy words and phrases

***New Jersey Student Learning Standards  
Career Readiness, Life Literacies, and Key Skills Practices***

In this increasingly diverse and complex world, the successful student must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. Integrated within the World Languages curriculum are the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills Practices that provide the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy. Integration of the Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

***CRLKSP 1 Act as a responsible and contributing community members and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings,

procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS***

**9.1 Personal Financial Literacy**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

**Standard 9.4 Life Literacies and Key Skills**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

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).

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

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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

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

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

***New Jersey Student Learning Standards for World Languages (2020)***

**Interpretive Mode of Communication**

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

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.

### **Interpersonal Mode of Communication**

Students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

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.

### **Presentational Mode of Communication**

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

7.1.NM.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.NM.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NM.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NM.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.

***New Jersey Student Learning Standards for Social Studies (2020)***

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

***New Jersey Student Learning Standards for Visual & Performing Arts (2020)***

1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

**Kindergarten Curriculum Map/Pacing Guide**

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>¡Empezamos en la escuela!</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Colors</li> <li>• Numbers</li> <li>• Alphabet</li> <li>• Months of the Year</li> <li>• Season FALL</li> </ul>	<p>35 minutes per week for 12.5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Modeling</li> <li>• Kinesthetic activities</li> </ul>	<p><b><u>NJSLS</u></b>            7.1.NL.IPRET.1-4            7.1.NL.IPERS.1-6            7.1.NL.PRSNT.1-4            9.4.2.GCA.1            9.4.2.CI.1-2            9.1.2.CR.1            CRLKSP 1,4,5,8,9</p>	<ul style="list-style-type: none"> <li>• observations</li> <li>• questioning</li> <li>• Character education activities</li> <li>• discussion</li> <li>• student response</li> <li>• exit ticket</li> </ul>

<ul style="list-style-type: none"> <li>• Classroom Life</li> <li>• Community</li> <li>• Character</li> </ul>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual research or presentation</li> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> </ul>		<ul style="list-style-type: none"> <li>• successful completion of classwork <ul style="list-style-type: none"> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul> </li> </ul>
<p><b>¡Continuamos en la comunidad!</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Family</li> <li>• House</li> <li>• Human body</li> <li>• Winter</li> <li>• Character</li> <li>• Community</li> </ul>	<p>35 minutes per week for 12 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Musical activities</li> <li>• Verbal Cues &amp; Prompts</li> <li>• Manipulatives</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> <li>• Additional related reading</li> <li>• Additional related writing</li> </ul>	<p><b><u>NJSLS</u></b>  7.1.NL.IPRET.1-4  7.1.NL.IPERS.1-6  7.1.NL.PRSNT.1-4  9.4.2.CT.1  9.4.2.GCA.1  9.4.2.CI.1-2  9.1.2.CR.1  CRLKSP 1,4,5,8,9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• observations</li> <li>• questioning</li> <li>• self-assessment</li> <li>• discussion</li> <li>• student response</li> <li>• thematic units of study</li> </ul> <ul style="list-style-type: none"> <li>• successful completion of classwork <ul style="list-style-type: none"> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul> </li> </ul>

<p><b>¡Celebremos el mundo!</b></p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Community</li> <li>• Fairy Tales</li> <li>• Spring</li> <li>• Summer</li> </ul>	<p>35 minutes per week for 13.5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Grouping</li> <li>• Rephrasing</li> <li>• Visual Learning</li> <li>• Online resources</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual research or presentation</li> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> <li>• Real world scenarios and problem solving</li> <li>• Online resources</li> </ul>	<p><b><u>NJSLS</u></b>  7.1.NL.IPRET.1-4  7.1.NL.IPERS.1-6  7.1.NL.PRSNT.1-4  9.4.2.GCA.1  9.4.2.CI.1-2  9.1.2.CR.1  CRLKSP 1,4,5,8,9</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• questioning</li> <li>• self-assessment</li> <li>• students will sing songs</li> <li>• character education activities</li> <li>• student response</li> <li>• exit ticket</li> </ul> <ul style="list-style-type: none"> <li>• successful completion of classwork <ul style="list-style-type: none"> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul> </li> </ul>
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**1<sup>st</sup> Grade Curriculum Map/Pacing Guide**

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
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<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Alphabet</li> <li>• Days of the week</li> <li>• Months of the Year</li> <li>• Season FALL</li> <li>• Classroom Life</li> <li>• Community</li> <li>• Character</li> </ul>		<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Kinesthetic activities</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual research or presentation</li> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> </ul>	<p>9.4.2.CI.1-2 9.1.2.CR.1 CRLKSP 1,4,5,8,9</p>	<ul style="list-style-type: none"> <li>• exit ticket</li> <li>• successful completion of classwork</li> </ul> <ul style="list-style-type: none"> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul>
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**2<sup>nd</sup> Grade Curriculum Map/Pacing Guide**

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>¡Empezamos en la escuela!</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> </ul>	<p>35 minutes per week for 13.5 weeks</p>	<p><i>For Support:</i></p>	<p><b><u>NJSLS</u></b>  7.1.NL.IPRET.1-4  7.1.NL.IPERS.1-6  7.1.NL.PRSNT.1-4</p>	<ul style="list-style-type: none"> <li>• observations</li> <li>• questioning</li> <li>• Character education activities</li> </ul>

<ul style="list-style-type: none"> <li>• Colors</li> <li>• Numbers</li> <li>• Alphabet</li> <li>• Days of the week</li> <li>• Months of the Year</li> <li>• Season FALL</li> <li>• Classroom Life</li> <li>• Community</li> <li>• Character</li> <li>• Activities/verbs</li> </ul>		<ul style="list-style-type: none"> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Modeling</li> <li>• Kinesthetic activities</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual research or presentation</li> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> </ul>	<p>9.4.2.GCA.1 9.4.2.CI.1-2 9.1.2.CR.1 CRLKSP 1,4,5,8,9 6.1.2.HistoryUP.2 1.2.2.Re8a</p>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• student response</li> <li>• exit ticket</li> <li>• successful completion of classwork</li> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul>
<p><b>¡Continuamos en la comunidad!</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Family</li> <li>• House</li> <li>• Human body</li> <li>• Self-descriptions</li> <li>• Winter</li> <li>• Character</li> <li>• Community</li> <li>• Activities/verbs</li> </ul>	<p>35 minutes per week for 12 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Musical activities</li> <li>• Verbal Cues &amp; Prompts</li> <li>• Manipulatives</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> <li>• Additional related reading</li> <li>• Additional related writing</li> </ul>	<p><u><b>NJSLS</b></u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4 9.4.2.CT.1 9.4.2.GCA.1 9.4.2.CI.1-2 9.1.2.CR.1 CRLKSP 1,4,5,8,9 6.1.2.HistoryUP.2 1.2.2.Re8a</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• observations</li> <li>• questioning</li> <li>• self-assessment</li> <li>• discussion</li> <li>• student response</li> <li>• thematic units of study</li> <li>• successful completion of classwork</li> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul>

<p><b>¡Celebramos el mundo!</b></p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Community</li> <li>• Fairy Tales</li> <li>• Spring</li> <li>• Summer</li> <li>• Money</li> <li>• Foods</li> <li>• Activities/verbs</li> </ul>	<p>35 minutes per week for 13.5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Grouping</li> <li>• Rephrasing</li> <li>• Visual Learning</li> <li>• Online resources</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual research or presentation</li> <li>• Skill Scaffolding: reading, writing, speaking, listening comprehension</li> <li>• Provide choices of modes working</li> <li>• Real world scenarios and problem solving</li> <li>• Online resources</li> </ul>	<p><b><u>NJSLS</u></b>  7.1.NL.IPRET.1-4  7.1.NL.IPERS.1-6  7.1.NL.PRSNT.1-4  9.4.2.GCA.1  9.4.2.CI.1-2  9.1.2.CR.1  CRLKSP  1,4,5,8,9  6.1.2.HistoryUP.2  1.2.2.Re8a</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• questioning</li> <li>• self-assessment</li> <li>• students will sing songs</li> <li>• character education activities</li> <li>• student response</li> <li>• exit ticket</li> </ul> <ul style="list-style-type: none"> <li>• successful completion of classwork <ul style="list-style-type: none"> <li>• diagrams</li> <li>• matching</li> <li>• puzzles</li> <li>• writing</li> <li>• reading</li> </ul> </li> </ul>
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