

| Marking Period | Unit Title | Recommended Instructional Days |
|---|---|---|
| 1-4 | World Language: K-4 | 180 |
| <p align="center">World Language Disciplinary Concept Proficiency Level: Novice Low Mode of Communication: interpersonal, interpretive and presentational</p> | | <p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS - WL within Unit</p> |
| <p><i>Core Ideas:</i> <i>Interpretive:</i></p> <p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p> <p><i>Interpersonal:</i></p> <p><i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i></p> <p><i>Presentational:</i></p> <p><i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i></p> | <p><i>Performance Expectation:</i> <i>Interpretive:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</i> • <i>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</i> • <i>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> | |

| | | |
|--|---|--|
| | <p><i>Interpersonal:</i></p> <ul style="list-style-type: none">• <i>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.</i>• <i>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.</i>• <i>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.</i>• <i>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</i>• <i>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</i>• <i>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> <p><i>Presentational:</i></p> | |
|--|---|--|

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: <i>Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</i> • 7.1.NL.PRSNT.2: <i>Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</i> • 7.1.NL.PRSNT.3: <i>Imitate a few culturally authentic gestures when greeting others and during leave takings.</i> • 7.1.NL.PRSNT.4: <i>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.</i> | |
| <p>Practice:</p> <ol style="list-style-type: none"> 1. Communicate 2. Cultures 3. Connections 4. Comparison 5. Communities | <p>Practice Description:</p> <ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, | <p>Essential Question/s:</p> <p>What are the potential benefits of learning a foreign language in the United States?</p> <p>Why learn another language?</p> <p>What are my motivations to learn another language?</p> <p>What are my expectations about learning another language?</p> <p>How might learning a language open “doors of opportunity”?</p> |

| | | |
|--|---|---|
| | <p>explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>4. Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>5. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> | <p>How can I use my existing communication skills to learn a new language?</p> <p>Where does this language live in my community?</p> <p>How will learning a language enhance my life?</p> <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● Individual and/or group research to enhance information and language skills in general as well as for cultural matter <ul style="list-style-type: none"> ○ Exchange information in conversations to express feelings and emotions and to exchange opinions ○ Presenting information, concepts and ideas (expository & persuasive essays, editorials, etc.) ○ Dialogues ○ Sentences ○ Oral presentations (dialogues, self introduction, interviews, chatting, texting, etc.) ○ Role Playing ○ Portfolios ○ Understanding of few idiomatic expressions ○ Art Projects (murals, collage, etc) ○ Self-evaluation worksheets ○ Observations ○ Technology-based self-tests ○ On-line self assessments ○ Audio-visual activities/exercises ○ Graphic organizers such as a Venn Diagram ○ Introductory paragraphs ○ End of Lesson Quizzes ○ Formal and informal cards, notes, postcards, e-mails, posts, blogs, texting ○ Listening and/or reading original dialogues in the target language ○ Teacher created lessons/assignments. |
| <p>Intercultural Statement:</p> | | |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> ○ (Amistad Law: N.J.S.A. 18A 52:16A-88 - ○ Holocaust Law: N.J.S.A. 18A:35-2 - ○ LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 – ○ Diversity & Inclusion: N.J.S.A. 18A:35-4.36a <p>Examine the roles of race, ethnicity, gender, religion in language and world history across Spanish, French, Italian, Latin-speaking cultures through articles, poetry and personal research, oral presentations.)</p> <ul style="list-style-type: none"> ● Climate Change:7.1.NH. PRSNT.6: - Collecting, sharing, and analyzing data related to global issues, problems, and challenges faced by Spanish, French, Italian, Latin-speaking countries. Present a situation with a complication and a solution. Create an art project on the topic and present. |
| Social and Emotional Learning: | Social and Emotional Learning: | |
| <i>Competencies</i> | <i>Sub-Competencies</i> | |
| <ol style="list-style-type: none"> 1. Self- Awareness 2. Self- Management 3. Social awareness 4. Responsible decision making 5. Relationship skills | <ol style="list-style-type: none"> 1. Self-awareness <ol style="list-style-type: none"> 1. Recognize one’s feelings and thoughts 2. Recognize the impact of one’s feelings and thoughts on one’s own behavior 3. Recognize one’s personal traits, strengths, and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 2. Self-Management: <ol style="list-style-type: none"> 1. Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors 2. Recognize the skills needed to establish and achieve personal | <p>Interdisciplinary Connections: Content: ;NJSLs#:</p> <ol style="list-style-type: none"> 1. NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Human activity and climate: HS-ESS3-1, HS-ESS3-6, HS-ESS3-5, HS-ESS3-4, and HS-ETS1-3. 3. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. N.J.A.C. 6A:8-5.1(a)1.iv 4. Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. 8.1.2.CS.1: Select and operate |

| | | |
|--|--|---|
| | <p>and educational goals</p> <ol style="list-style-type: none">3. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals. <p>3.Social Awareness</p> <ol style="list-style-type: none">1. Recognize and identify the thoughts, feelings, and perspectives of others2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds3. Demonstrate an understanding of the need for mutual respect when viewpoints differ •4. Demonstrate an awareness of the expectations for social interactions in a variety of setting <p>4. Responsible decision making.</p> <ol style="list-style-type: none">1. Develop, implement, and model effective problem-solving and critical thinking skills | <p>computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <ol style="list-style-type: none">5. 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. |
|--|--|---|

| | | |
|--|--|--|
| | <ol style="list-style-type: none">2. Identify the consequences associated with one's actions in order to make constructive choices3. Evaluate personal, ethical, safety, and civic impact of decisions <p>5. Relationship Skills:</p> <ol style="list-style-type: none">1. Establish and maintain healthy relationships2. Utilize positive communication and social skills to interact effectively with others3. Identify ways to resist inappropriate social pressure •4. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways •5. Identify who, when, where, or how to seek help for oneself or others when needed | |
| <p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | <p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> | |

| | | | |
|---|---|--|--|
| <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ● Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ● Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ● https://www.state.nj.us/education/cccs/2014/wl/progression.pdf | | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Identify and describe people, places and objects. ● Family/ friends/ school ● Articles: definite/indefinite ● Numbers/date/time/seasons ● Geography <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will be able to compare English language and culture, and target language. Introduce and greet themselves and others in the target language. Describe themselves and others in the target language. | |
| <p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p> | | | |
| <p>Core Resources</p> | <p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p> | <p>ELL Core Resources</p> | <p>Gifted & Talented Core Resources</p> |
| <ul style="list-style-type: none"> ● Textbooks ● Online classroom platform ● Computers/ chromebooks ● Laptop, digital projector ● Sound equipment, recorder ● Headphones ● Microphones | <ul style="list-style-type: none"> ● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, | <ul style="list-style-type: none"> ● English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | <ul style="list-style-type: none"> ● Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities |

| | | | |
|---|---|---|---|
| | provide study guides, and/or break assignments into segments of shorter tasks. | | |
| Supplemental Resources | | | |
| <p>Technology:</p> <ul style="list-style-type: none"> ● Online classroom platform ● Computers/ chromebooks ● Laptop, digital projector ● Sound equipment, recorder, ● Headphones ● Microphones <p>Other:</p> <ul style="list-style-type: none"> ● https://www.state.nj.us/education/archive/frameworks/worldlanguages/res.pdf ● https://www.duolingo.com/ ● https://quizlet.com/ ● www.youtube.com ● https://www.actfl.org/resources/resources-2020 | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| <ul style="list-style-type: none"> ● Textbooks ● Online classroom platform ● Computers/ chromebooks ● Laptop, digital projector | <ul style="list-style-type: none"> ● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, | <ul style="list-style-type: none"> ● English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental | <ul style="list-style-type: none"> ● Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Sound equipment, recorder, • Headphones • Microphones | <p>additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</p> | <p>materials including use of online bilingual dictionaries, and modified assessment and/or rubric.</p> | <p>propose interest-based extension activities, and connect students to related talent development opportunities.</p> |
|---|---|---|---|

| | |
|--|--|
| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> | <p>Disciplinary Concept:</p> <ul style="list-style-type: none"> -Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL) |
|--|--|

| | | |
|--|---|--|
| | | |
| | <p><i>Core Ideas:</i></p> <p>You can give back in areas that matter to you.</p> <p>There are benefits to having a positive credit history.</p> <p>Taxes are collected on a variety of goods and services at the local, state, and federal levels.</p> <p>There is a broader economic system that influences your financial goals.</p> <p>There are agencies, laws, and resources to protect individuals as consumers.</p> <p>People can choose to save money in many places such as home in a piggy bank, bank, or credit union.</p> <p>An individual's financial traits and habits affect his/her finances.</p> <p>Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being.</p> <p>Not all financial information is accurate or truthful.</p> | |

| | | |
|--|--|--|
| | <p>There are specific steps associated with creating a budget.</p> <p>Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.</p> <p>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</p> <p>An individual's passions, aptitude and skills can affect his/her employment and earning potential.</p> <p>Income and benefits can vary depending on the employer and type of job or career.</p> <p>There are a variety of factors to consider before starting a business.</p> <p>Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Curiosity and a willingness to try new ideas (intellectual risk-taking)</p> | |
|--|--|--|

| | | |
|--|---|--|
| | <p>contributes to the development of creativity and innovation skills.</p> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <p>Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.</p> <p>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p> <p>Digital identities must be managed in order to create a positive digital footprint.</p> <p>Digital tools have positively and negatively changed the way people interact socially.</p> <p>Digital engagement can improve the planning and delivery of climate change actions.</p> <p>Culture and geography can shape an individual's experiences and perspectives.</p> | |
|--|---|--|

| | | |
|--|---|--|
| | <p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p> <p>Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p> <p>Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p> <p>Specific situations require the use of relevant sources of information.</p> <p>Different digital tools have different purposes.</p> <p>Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p> | |
| | <p><i>Performance Expectation/s:</i></p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.</p> | |

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family

members.

9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

9.2.5.CAP.6: Compare the characteristics of a successful

entrepreneur with the traits of successful employees.
9.2.5.CAP.7: Identify factors to consider before starting a business.
9.2.5.CAP.8: Identify risks that individuals and households face.
9.2.5.CAP.9: Justify reasons to have insurance.
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1,

6.3.5.CivicsPD.2).
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
•9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1: Explain the need for and use of copyrights.
9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.DC.7: Explain how posting and commenting in social spaces can have

positive or negative consequences.
9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7: Evaluate the degree to

which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5.PF.5).
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Career Readiness, Life Literacies, & Key Skills Practices

Act as a responsible and contributing community member 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.

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.

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.

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.

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.

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' actions, 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.

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.

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.

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 differences to avoid barriers to productive and positive

| | |
|--|---|
| | <p>interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> |
|--|---|

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

| | | | | | | | | |
|--|---|--|---|--|---|--|---|--|
| | <p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p> | | <p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i> Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that</p> | | <p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high</p> | | <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an</p> | <p>Standards in Action: <i>Climate Change</i> Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p> |
|--|---|--|---|--|---|--|---|--|

| | | | | | | | | | |
|--|--|--|---|--|---|--|--|--|--|
| | | | each citizen bears to fight racism and hatred whenever and wherever it happens. | | school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35. | | appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender | | |
|--|--|--|---|--|---|--|--|--|--|

Content Area: World Languages (NJSLS-WL 7.1) Grades K - 12
Grade::

Dev. Date:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion. 2. This act shall take effect immediately. Approved March 1, 2021 | | |
|--|--|--|--|--|--|--|--|--|--|