



Kindergarten World Language Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

World Language Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSLS 2020 Vision Statement)

Oradell Public School District

Suggested Pacing Guide for World Language

Grade: Kindergarten

Unit	Approximate Months	Unit	Topics
1	September-January	School Days	<ul style="list-style-type: none"> • Greetings/buenos días song • Qué tiempo hace (Climate) • Numbers 1-20 • Los Numeros Song • Classroom objects (lápiz, libro, papel, mochila) • Dia De los Muertos • Partes del Cuerpo (Parts of the face) - nariz, ojo, oreja, boca, dientes, cabeza • Diwali • Commands (toca, mira, busca) • Holidays around the world/Spanish Counties on the map
2	February-June	All About Me	<ul style="list-style-type: none"> • Family • Animals (Oso Pardo) • Animal sounds - guau, guau (perro) miao, miao (gato) • Like and Dislike - (me gusta, no me gusta) • Describing words - (grande, pequeño / pequeña) • Earth Day - human impact on the environment and how we can help; recycling, turning off lights, turning off water while brushing teeth, etc. • Feelings • Colors (blue, red, green, yellow, blanco, negro)

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, **Asian American Pacific Islander Legislation** related activities.

Kindergarten World Language Curriculum

Unit 1: School Days

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge about greetings, numbers 1-20, classroom objects, commands, body parts, weather conditions, El Dia de Los Muertos, Diwali, and holidays around the world. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Standards (NJSLS) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on some classroom objects, commands, body parts, weather conditions, El Dia de Los Muertos, and Holidays around the world.

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 Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions using animals, their sounds, size, classroom objects, commands, body parts, weather conditions, El Dia de Los Muertos, and Holidays around the world.	
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.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.
Presentational Mode Students use memorized vocabulary about classroom objects, commands, body parts, weather conditions, El Dia de Los Muertos, and Holidays around the world.	
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.
7.1NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> • me gusta, no me gusta • lápiz, libro, papel, mochila • Dia De los Muertos • Nariz, ojo, oreja, boca, dientes, cabeza • Qué tiempo hace, sol, frío, calor, nieve, lluvia • Toca, mira, busca, levántate, siéntate • Hola, Buenos Días, Buenas Tardes, Buenas Noches 	

Suggested Teaching Points	
New Jersey Student Learning Standards NJSLS-World Languages	Objectives
7.1NL.IPRET.1	<ul style="list-style-type: none"> • <i>Students will be able to say and use the words for greetings in</i>

7.1.NL.IPRET.4 7.1.NL.IPERS.5 7.1.NL.PRSNT.3	<p><i>the target language.</i></p> <ul style="list-style-type: none"> • <i>Students will be able to say if they like or dislike weather conditions.(Qué tiempo hace)</i>
7.1.NL.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to demonstrate understanding of commands as used by the teacher such as “levantate and siéntate” , (sit and stand) .</i>
7.1.NL.PRSNT.1 7.1.NL.IPRET.2	<ul style="list-style-type: none"> • <i>Students will be able to play “Bosca en la clase” for classroom objects.</i> • <i>Students will be able to identify classroom object when following the command “busca” (look for)</i>
7.1NL.IPRET.4	<ul style="list-style-type: none"> • <i>Students will be able to recognize a few words related to weather conditions and notice patterns over the month.</i>
7.1.NL.IPERS.1 7.1.NL.IPRET.1 7.1.NL.PRSNT.1	<ul style="list-style-type: none"> • <i>Students will be able to pronounce Spanish numbers one to twenty through a Spanish song.</i> • <i>Students will be able to review numbers 1-10, when asked “¿Cuántos años tienes?, (How old are you?).</i> • <i>Students will be able to learn 11-20 in Spanish.</i> • <i>Students will be able to pronounce Spanish numbers one to fifteen through a Spanish song.</i> • <i>Students will be able to trace the numbers 1-20 in Spanish.</i> • <i>Students will be able to say the numbers from 1-20 in Spanish.</i> https://www.youtube.com/watch?v=oUvyhStbFy8
7.1NL.IPRET.3	<ul style="list-style-type: none"> • <i>Students will be able to talk about the importance of learning another language and connect their prior language to any Spanish they may already know.</i> • <i>Students will be able to discuss and present information on different Holidays around the world, such as El Dia de los Muertos, Chinese New Year, Halloween, and Diwali.</i>

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> • Listening activities • Listening/ written quiz • Class participation/discussion • Teacher observation of pronunciation
Specific Assessments
<ul style="list-style-type: none"> • Oral: Students will engage in informal conversations and games with their classroom peers and teacher, in which they apply greetings, numbers 1-20, classroom objects, conditions, body parts, weather conditions, El Dia de Los Muertos, and Holidays around the world • Written: Students will create simple conversations with cartoon drawings.

- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - teacher will record students speaking in Spanish about their “Calavera”.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- Youtube video
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook
- Listos! Level A, Student Edition, Textbook and Workbook

Mentor Texts

- **Let's Celebrate Diwali! By Ajanta & Vivek**
- Día De los Muertos by Hannah Eliot, Jorge Gutierrez

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work

- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

Social Studies
6.1.4.A.15

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Health and Safety
2.1.2.C.3

Determine how personal feelings can affect one's wellness.

Visual & Performing Arts-Art
1.4.2.A.2

Compare and contrast culturally and historically diverse works of dance, music, theatre and visual art that evoke emotion and that communicate cultural meaning.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives.

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.
Career Readiness, Life Literacies, and Key Skills Practices	
CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Social Emotional Learning Competencies	
<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this. ■ Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support. ● Self-Management: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Applying Open Circle strategies such as belly breathing when feeling upset or anxious. ■ Cool down spot in classroom to take a break. ● Social Awareness: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words. ■ Being a good audience when others are presenting. ● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity. ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make 	

ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following directions

Unit 2: All About Me

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge about family members, animals, sounds animals make, likes and dislikes, colors, feelings, and words that describe. Students learn about Earth Day, the human impact on the environment and how we can help by recycling, turning off lights, turning off water while brushing teeth, etc. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on some animals, their sounds, size, classroom objects, commands, body parts, El Dia de Los Muertos, and Holidays around the world.

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

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions using animals, their sounds, size, classroom objects, commands, body parts, El Dia de Los Muertos, and Holidays around the world.

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.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

Students use memorized vocabulary about animals, their sounds, size, classroom objects, commands, body parts, El Dia de Los Muertos, and Holidays around the world.

7.1.NL.PRSNT.1	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.

Unit Specific Vocabulary

- Me llamo, cómo te llamas
- Amigos, maestra, niños, niñas

- Azul, rojo, verde, amarillo, blanco, negro
- Animales (gato, perro, pájaro, vaca, oso, caballo, oveja, rana)
- Age (tengo ___ años)
- El clima

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1.NL.IPRET.1 7.1.NL.IPRET.3 7.1.NL.IPERS.5 7.1.NL.PRSNT.1 7.1.NL.PRSNT.3	<ul style="list-style-type: none"> ● Students will be able to say “Hi my name is.” (¡Hola!, Me llamo) ● Students will be able to ask what someone’s name is. (¿cómo te llamas?) ● Students will be able to say the name of animals.(Oso Pardo)
7.1.NL.IPRET.1 7.1.NL.IPERS.3	<ul style="list-style-type: none"> ● Students will be able to recognize the names of some animals in Spanish (gato, perro, pajaro, vaca, oso) ● Students will be able to say if they like or dislike each animal.
7.1.NL.IPERS.3 7.1.NL.PRSNT.2	<ul style="list-style-type: none"> ● Students will be able to understand the importance of expressing feelings. ● Students will be able to say the words in Spanish that describe specific feelings (well,bad,so-so).
7.1.NL.PRSNT.2 7.1.NL.IPRET.1	<ul style="list-style-type: none"> ● Students will be able to ask other students how are you? In Spanish and reply. ● Students will be able to know how to say the names of colors in Spanish (blue,red,green,yellow,blanco,negro,anaranjado,rosado,cafe).
7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPERS.1 7.1.NL.PRSNT.1	<ul style="list-style-type: none"> ● Students will be able to learn the body parts - head, eyes, nose, mouth, hair, face, ears, and teeth in Spanish. ● Students will be able to review “Partes de la cabeza” ● Students will be able to pronounce the words for facial parts in Spanish. ● Students will be able to read the words on facial parts to the whole group or teacher.
7.1.NL.IPRET.1	<ul style="list-style-type: none"> ● Students will be able to identify similar sounds between two different languages.
7.1.NL.IPERS.6 7.1.NL.IPRET.4 7.1.NL.PRSNT.4	<ul style="list-style-type: none"> ● Students will be able to discuss the human impact on the environment and how we can help; recycling, turning off lights, turn off water while brushing teeth,ext.- Earth Day

- *Students will be able to share words in targeted language related to climate change in the targeted culture and in their own culture.*

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quiz
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Students will engage in informal conversations and games with their classroom peers and teacher, in which they apply animals, their sounds, colors, and numbers.
- **Written:** Students will create simple conversations with cartoon drawings of an animal.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - teacher will record students speaking in Spanish about their animal.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- Youtube video
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Listos! Level A, Student Edition Textbook and Workbook

Mentor Texts

- **Your Name is a Song** by Jamilah Thompkins-Bigelow
- Pink is for Boys by Robb Pearlman

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions

- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

Social Studies

Explain how and why it is important that people from diverse cultures

6.1.4.A.15	collaborate to find solutions to community, state, national, and global challenges.
<i>Health and Safety</i> 2.1.2.C.3	Determine how personal feelings can affect one's wellness.
<i>Visual & Performing Arts-Art</i> 1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre and visual art that evoke emotion and that communicate cultural meaning.

Career Readiness, 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.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.DC.7	Describe actions peers can take to positively impact climate change.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Career Readiness, Life Literacies, and Key Skills Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:

- Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following directions