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| **Grade 2** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | |
| **Unit 1: All About Me** | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Greet others in Spanish * Describe themselves and their family members | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS   * Vocabulary – greetings, expressions of courtesy, classroom commands, family members, clothing * Characteristics of self – body parts * Three Spanish speaking countries – Spain, Puerto Rico, and Cuba | | | ESSENTIAL QUESTIONS   * Are you able to greet your classmate and ask their name? * Can you write/present orally a paragraph describing your physical appearance? * What countries are Puerto Rico’s neighbors? * What is the traditional dress for Puerto Rico? | |
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| **District Formative Assessment Plan** | | | | **District Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.   * Teacher Observation * Classroom participation * Partner dialogue | | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher made tests * Teacher made quizzes * Vocabulary quizzes | |
| **Alternative Assessments** | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 1 Performance**   * **Students will create a puppet and dress the puppet. They will use the correct vocabulary to label their puppet. They will write a paragraph describing the puppet and present to the class** * **Sing songs** * **Family tree** * **Vocabulary games** * **Locate countries on map** | | | |
| **District Texts** | | | **District Supplementary Resources** | | |
| NA | | | Teacher generated worksheets  Games  Posters for class | | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | |  |
| **Modifications and Accommodations** | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | |  |
| **Unit 1 Duration: Instructional Days** | | | | | |
| 14 weeks | | | | | |

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| **Grade** | | | | |
| **SUBJECT: World Language - Spanish** | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | |
| **Unit 2: My World** | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | |
|  | *Students will be able to independently use their knowledge to…*   * Learn vocabulary for school, community, and home * Learn about celebrations in Spanish speaking countries | | | |
| **MEANING** | | | |
| UNDERSTANDINGS   * School, hoe and community vary according to culture * Holidays and celebrations that are universal are observed according to given culture | | ESSENTIAL QUESTIONS   * What is school like in Puerto Rico? * What type of homes do Puerto Rican people live in? * What holidays are special in Puerto Rico? | |
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| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.   * Teacher Observation * Classroom participation * Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher made tests * Teacher made quizzes * Vocabulary quizzes | |
| **Alternative Assessments** | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 2 Performance**   * **Students will draw a picture of their neighborhood. They will label the neighborhood using learned vocabulary** * **Oral presentations** * **Songs** * **Read Holiday Books** * **Vocabulary games** * **Label room** * **Holiday art activities** | | |
| **District Texts** | | | **District Supplementary Resources** | |
| NA | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | |  |
| **Modifications and Accommodations** | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | | |
| *14 weeks* | | | | |

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| **Grade 3** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | |
| **Unit 3: All Around Us** | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Learn vocabulary for insects, animals, and plants * Be introduced to artists and musicians of Spanish speaking countries | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS   * The influences of cultures on today’s world * Music and art are reflection of individual cultures * Components of the rainforest affect daily lives | | ESSENTIAL QUESTIONS   * What evidence of the Taino Indians’ influence do we find in modern Puerto Rico? * How does salsa music reflect Puerto Rico’s culture? * What products come from the rainforest in Puerto Rico? | | |
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| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.   * Teacher Observation * Classroom participation * Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher made tests * Teacher made quizzes * Vocabulary quizzes | | |
| **Alternative Assessments** | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 3 Performance**   * **Students will use create a flower poster in Spanish** * **Oral presentations** * **Songs** * **Read books** * **Vocabulary games** * **Identify and label room** | | | |
| **District Texts** | | | | **District Supplementary Resources** | |
| NA | | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | |  |
| **Modifications and Accommodations** | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | |  |
| **Unit Duration: Instructional Days** | | | | | |
| *14 weeks* | | | | | |