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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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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 -Innovating3 - Applying2 - Developing1 - 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 worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.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* |