



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Spanish II
Grades 9-10

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP/504 accommodations

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

139 Mountain Avenue, Springfield, NJ 07081 • mcalas@springfieldschools.com • 973.376.1025

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Dr. Norman Francis ~ Principal

Candice Schiano ~ Supervisor of Humanities

María Quintana- Martin ~ Spanish Teacher

Yosvani Céspedes~ Spanish Teacher



Para empezar Unit Overview

Content Area: Spanish 2	Grade Level: 9-10	Unit Title: <u>¿Cómo eres tú?/</u> <u>¿Qué haces</u> <u>después de las</u> <u>clases?</u>
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Unit Summary: Students will focus on giving and obtaining information about oneself and others, leisure activities, and having basic conversations.

Primary Interdisciplinary Connections: *Language Arts, Health, Technology, Social Studies*

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

Unit Rationale: This unit encourages students in the class to talk about themselves and learn about others by practicing vocabulary and structures learned about in previous years. Spanish 2 classes have mainly freshmen and sophomores and potentially a few juniors and seniors, so it is important for students to meet and feel comfortable with one another. Additionally, this mini-unit gives the teacher a chance to assess students' skills and to identify struggling learners.

Career Readiness (Standard 9): 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.

Learning Targets

Standards: 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.



Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things

Intercultural: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How do I describe myself and others?
- Who are my classmates and what do they like?



- How can I be successful in this class?
- ¿Qué haces en la escuela, casa, después de la escuela?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There are excellent online and digital tools available to help the second language learner.

Unit Learning Targets: Students will identify and describe people, talk about likes and dislikes, say where they and your friends go, describe how they and others feel, and talk about what they and their friends do in the target language.

Evidence of Learning

Summative Assessment: Students will create and present a storyboard about themselves, and activities they do in different places. It should include vocabulary and concepts reviewed in this unit. Title of this project: “¡Así soy yo! Estas son mis actividades.

Equipment Needed: Laptop, copy machine, projector, loud speakers, headphones, and Auténtico 2 Textbook, Rubrics

Teacher Resources: Laptop, copy machine, projector, loud speakers, headphones, and Auténtico 2 Textbook, Rubrics

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos, improvise short dialogues and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 ¿Qué haces en la escuela?	2 days (42 min/class)
Lesson 2 ¿Qué actividades haces en la escuela?	2 days (42 min/class)
Lesson 3 ¿Qué haces después de la escuela?	1 day (42 min class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class’ understanding of the concepts. Students’ progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:



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Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf



Lesson Plan 1

Content Area: Spanish 2 Lesson Title: ¿Qué haces en la escuela? ¿Qué haces después de las clases? ¿Qué actividades te gustan? Time Frame: 2 days

Lesson Components

21st Century ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Introduce themselves and others • Identify people • Use cultural gestures and expressions to greet each other	Lesson Sequence 1. Read Fragments 2. Listen to the audio 3. Repaso: Definite and Indefinite Articles 4. Repaso: Subject Pronouns and Ser	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		



Lesson Plan 2

Content Area: Spanish 2 Lesson Title: ¿Cómo son? Time Frame: 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Describe themselves and others • Practice adjective agreement • Talk about age using the verb tener	Lesson Sequence 1. Read A-D pp. 6-7 2. Listen to the audio 3. Repaso: Adjectives 4. Repaso: The Verb tener	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		



Lesson Plan 3

Content Area: Spanish 2 Lesson Title: Intro to vocabulary-Los quehaceres Time Frame: 2 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Talk about activities they and others like/dislike • Talk about foods they and others like/dislike • Practice the verb gustar	Lesson Sequence 1. Read A-F pp. 10-11 2. Listen to the audio 3. Repaso: The Verb gustar	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		



Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			X
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design

Content Area: World Languages: Spanish 2 **Grade Level:** 9-10 **Unit Title:** Para empezar

Created: May 2024

Board Approved on:



Unit 1 Overview

Content Area: Spanish 2	Grade Level: 9-10	Unit Title: ¿Qué haces en la escuela y después de la escuela? México
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Unit Summary: Students will practice communicating about school and after school activities using stem-changing verbs,

Primary Interdisciplinary Connections: Language Arts, Health, Arts, Technology, and Science

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

Unit Rationale: This unit is designed to equip Spanish language learners with the vocabulary and phrases related to school activities and after school activities, through the use of individual, pair, and group activities. Students begin to discuss actions and activities in the past tense using the preterite.

Career Readiness (Standard 9): 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.

Learning Targets

Standards 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

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Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:



- Make lists.
- State needs and preferences.
- Describe people, places, and things

Intercultural Statements: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
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7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I explain activities completed in the past?
- How do I discuss what I do during and after school?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.



- Circumlocution is vital when communicating in a second language.
- There are many steps to consider when traveling.
- The preterite is a tense used in Spanish to talk about completed actions in the past.

Unit Learning Targets: Students will discuss classes and classroom rules. Talk and write about classroom activities and schoolwork. Exchange information about what you do in class. Compare school rules and customs in the Spanish-speaking world and the U.S.

Evidence of Learning

Summative Assessment: quiz, test and/or project based assessment

Equipment Needed: Laptop, Auténtico 2 textbook and resources, postcard template and questions

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 ¿Qué haces en la escuela? Vocabulary	2 day (42 min/class)
Lesson 2 Stem-changing verbs	2 day (42 min/class)
Lesson 3 Extracurricular activities Vocabulary	2 days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: World Languages: Spanish 2	Lesson Title: ¿Qué haces en la escuela?	Time Frame: 1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about classes and classroom rules. • Talk and write about classroom activities and schoolwork • Talk and write about your extracurricular activities.	Lesson Sequence 1. Read the vocabulary sections and answer the questions on page 19. 2. Watch vocabulary pop-up video/answer questions related to video 3. Audio: Listen to the dialog on page 20. 4. Answer the True and False questions 5. Complete vocabulario en uso on pages 22-23	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences,		



Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Plan 2

Content Area: World Languages: Spanish 2	Lesson Title: Stem-Changing verbs	Time Frame: 2 day
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Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☐ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☒ ICT Literacy |

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about classes and classroom rules. • Talk and write about classroom activities and schoolwork	Lesson Sequence 1. Leer/escribir: Complete the phrases with the correct verb form. p. 27 2. Escribir/hablar: Tu proyecto favorito p. 29	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities



Talk and write about your extracurricular activities.	- Review: Pronunciación- The letters b,v, and d p. 29 - Leer/escribir/hablar: answer the questions about the student 's grade report. p.30	- vía online text <i>Auténtico</i> - Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: - Auténtico 2 Textbook and Resources - Conjuguemos.com - Blooket.com - Quizizz.com - Wordwall.com		

Lesson Plan 3			
Content Area:	World Languages: Spanish 2	Lesson Title:	Vocabulario en contexto Time Frame: 1-2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections:			
Language Arts			
Integration of Technology:			
- Online textbook resources such as home tutor activities and videos - Conjuguemos.com for interactive grammar practice			
Equipment Needed:			
- Laptops - Headphones Auténtico 2 Textbook and resources			



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about students' after school activities. • Talk and write about your extracurricular activities. • Exchange information about what you do after school.	1. Intro to the new vocabulary words. p.46-47 2. read the dialog and answer the true/false questions. p 48 3. Leer/escribir complete activities 4 and 5 p. 50	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provide • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i>, <i>Moderately</i> or <i>Weakly</i> meets the criteria below.			
Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		



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Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: World Languages: Spanish 2	Grade Level: 9-10	Unit Title: ¿Qué haces en la escuela y después de la escuela?
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Created: May 2024

Board Approved on:



Unit 2 Overview

Content Area: Spanish 2	Grade Level: 9-10	Unit Title: ¿Cómo te preparas? ¿Qué ropa compraste? México
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Unit Summary: Students will discuss sporting events and retell events from the past using the preterite tense. Students will also discuss healthy and unhealthy lifestyles. Students are introduced to reflexive verbs in order to talk about their daily routines.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes

☒ Global Awareness	☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy	☒ Health Literacy

Unit Rationale: This unit introduces students to vocabulary and grammar necessary to describe their daily routines, getting ready for an event. Students will learn reflexives verbs, SER and ESTAR, and the possessive Adjectives. This unit 's culture is focused on “Como hacer un Poncho.”

Career Readiness (Standard 9): 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.

Learning Targets

Standards: 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.



Presentation Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I describe my daily routine?



- How can I explain actions completed in the past?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There is a special way to describe activities we do to ourselves in Spanish.
- Getting ready routines and going shopping experiences.

Unit Learning Targets: Students will talk about daily routines and shopping experiences, point out specific people and things, retell events from the past, clarify sequence of events, and say what he/she and others are doing right now and intend to do in the target language.

Evidence of Learning

Summative Assessment: quiz, test and/or project based assessment

Equipment Needed: Auténtico 2 textbook and resources

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 Getting ready Vocabulary	2 day
Lesson 2 Daily routine: reflexive verbs	2 day
Lesson 3 Shopping for clothes vocabulary	1-2 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: World	Lesson Title: ¿Cómo te preparas?	Time Frame: 2 days
Languages: Spanish 2		

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about daily routines. • Talk and write about daily routines and getting ready for special events. • Exchange information about your typical morning routine.	Lesson Sequence 1. Presentación: La ropa y el cuerpo. 2. Actividades 1, and 2 p. 75. 3. Presentación: Verbs and expressions that use the infinitive. 4. Actividades 3, and 4 p.76, and 78	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		



Lesson Plan 2 Template

Content Area: World Lesson Title: Daily routines: Time Frame: 2 day
 Languages: reflexive verbs
 Spanish 2

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about daily routines. • Talk and write about daily routines and getting ready for special events. • Exchange information about your typical morning routine.	Lesson Sequence 1. Communicative Pair activity. 2. Presentation: Reflexive verbs. 3. View: Gramática video 4. Interactive Whiteboard grammar activities. 5. Actividades 8, 10, 12 6. Audio activity	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Avancemos 2 Textbook and Resources • Conjuguemos.com		



Lesson Plan 3

Content Area: World Languages: Spanish 2	Lesson Title: Shopping for clothes Vocabulary.	Time Frame: 1-2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about clothing people bought. • Talk and write about shopping trips. • Exchange information about when and where you bought what you are wearing.	Lesson Sequence 1. Presentación: ¿Quieres ir de compras? 2. Actividad 1 3. Presentación: Cardinal numbers 4. Actividades 2, and 3	• Song performance • TPR activity - leading, responding • Dialogue writing project • Dialogue practice • Project presentation • Quia activities • vía online text <i>Auténtico</i> • Quizzes
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weekly
Are challenging and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	World Languages	Grade Level:	9-10	Unit Title:	¿Cómo te preparas? ¿Qué ropa compras?
Created:	May 2024				
	Board Approved on:				



Unit 3 Overview

Content Area: Spanish 2	Grade Level: 9-10	Unit Title: ¿Qué hiciste ayer? ¿Cómo se va...? Argentina y Uruguay
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Unit Summary: Students will talk about where people went, what they did, and what they received as a gift. They will talk and write about whether you fulfilled certain obligations and what you bought in the past. The culture: Identify cultural perspective in an authentic supermarket.

Primary Interdisciplinary Connections:

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

Unit Rationale: This unit reviews and expands upon what people did and what gifts they received. Talk about the obligations someone did. Exchange information on whether you did certain things. This unit also explores driving advice. Talk and write about giving directions and driving, and understanding the importance of one's neighborhood in Spanish-Speaking communities.

Career Readiness (Standard 9): 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.

Learning Targets

Standards: 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.



Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?



- What strategies can I use to read and comprehend a target language text or hear and comprehend a target language audio?
- How can I express where I typically go shopping and what my shopping habits are?
- How can I express my wants and preferences while shopping?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Clothing choices are influenced by our society, culture, family, friends, and media.
- Currency varies across the Spanish-speaking countries

Unit Learning Targets: Students will talk about what they did, their obligations, receiving gifts giving driving directions and moving around town in the target language.

Evidence of Learning

Summative Assessment: 2 days/ Students will read an authentic text about organizing their closet and answer questions based on the reading. They will then write about their shopping methods and how they organize their closets using unit vocabulary and grammar.

Equipment Needed: Authentic article, Avancemos 2 textbook and resources

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to the Vocabulary: La Ciudad.	2 day (42 min)
Lesson 2 Direct Object Pronouns.	2 day (42 min)
Lesson 3 Intro to the Vocabulary: Una visita virtual.	1-2 days (42 min/class)
Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.	
Curriculum Development Resources/Technology Resources:	



Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>

Lesson Plan 1

Content Area: World Languages: Spanish 2	Lesson Title: Intro to the new Vocabulary: En la Ciudad.	Time Frame: 1-2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn the words and expressions used in a marketplace • Practice the expressions to address people politely • Talk about different items and what they are made of • Practice shopping vocab and expressions	Lesson Sequence 1. Video activities 1,2,3,4 2. View: video historia, activity 3 3. Interactive Whiteboard Vocabulary Activities 4. Activities 5, 6	• Call and Response • Reading & Writing Activity #1 • Speaking and Writing Activity #2



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Plan 2

Content Area: World Languages: Spanish 2	Lesson Title: Direct Object Pronouns	Time Frame: 1-2 days
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Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand vocabulary in context • Learn to talk about ongoing events and situations • Describe how long people have owned certain items	Lesson Sequence 1. Present: Direct Object Pronouns 2. Activities 8, 9 3. View: Gramma video 4. El Español en la comunidad activity. 5. Communicative pair activity.	• Pre-viewing and viewing activities • Comprehension Activity #3 • Writing & Speaking Activity #4



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com

Lesson Plan 3

Content Area: World Languages: Spanish 2	Lesson Title: Intro to Vocabulary: Una visita virtual.	Time Frame: 2 days
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Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☐ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☒ ICT Literacy |

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn five verbs with irregular preterite stems • Practice the verbs to communicate past events • Tell how long ago past events happened	Lesson Sequence 1. Intro Vocabulary: Una visita Virtual 2. View: Video historia 3. Video activities 1,2,3,4	• Listening & Reading Activity #5 • Reading & Writing Activity #6 • Home Tutor Activities



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	World Languages	Grade Level:	9-12	Unit Title:	¿Qué hiciste ayer? ¿Cómo se va...? Argentina y Uruguay
Created:	May 2024				
	Board Approved on:				



Unit 4 Overview

Content Area: Spanish 2	Grade Level: 9-12	Unit Title: Mexico: Cultura antigua, ciudad moderna
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Unit Summary: Students will begin the unit by learning vocabulary needed to talk about legends and/or stories and practice writing a story of their own. They will also learn words to discuss ancient and modern cities and ask for/ give directions.

Primary Interdisciplinary Connections:

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

Unit Rationale: This unit introduces students to the very important second past tense, the imperfect, used to discuss habitual actions or non-active descriptions in the past. In addition, students will practice the uses of the preterite and imperfect simultaneously and learn more irregular preterite verbs.

Career Readiness (Standard 9): 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.

Learning Targets

Standards: 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.



- Describe people, places, and things

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target language text or hear and comprehend a target language audio?
- How do legends inform us about ancient people of Spanish-speaking countries?
- How are modern and ancient cities different?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.



- Circumlocution is vital when communicating in a second language.
- There is one way of describing actions in the past that differs from describing emotions or background information in the past.

Unit Learning Targets: Students will describe continuing activities in the past, narrate past events and activities, describe people, places, and things, describe early civilizations and their activities, describe the layout of a modern city, and ask for and give directions in the target language.

Evidence of Learning

Summative Assessment: 3 days/ Students will create their own legend using unit culture, vocabulary, and grammar in groups of 3-4. They should practice telling their legend in order to present to the class

Equipment Needed: projector, laptop, Avancemos 2 textbook and resources

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities



Lesson Plans

Lesson	Time Frame
Lesson 1 Una leyenda mexicana	1 day (42 min)
Lesson 2 U4L1 Telehistoria	1 day (42 min)
Lesson 3 Imperfect tense	1-2 days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: World	Lesson Title: Una Leyenda Mexicana	Time Frame: 1 day
Languages: Spanish 2		

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn the words about legends and stories • Use the vocabulary to name characters and other elements in a legend • Practice legend terms and past participles used as adjectives	Lesson Sequence 1. Read A-F pp. 198-199 2. Watch vocabulary pop-up video/answer questions related to video 3. Pairs of students will take turns describing the characters using vocab they already know 4. Complete activities 1-2 p. 200	• Call and Response • Reading & Writing Activity #1 • Reading & Writing Activity #2
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		



Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Plan 2

Content Area: World Lesson Title: U4L1 Telehistoria Time Frame: 1 day
 Languages:
 Spanish 2

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand active vocabulary in context • Create descriptive words from verbs to tell a story • Practice using legend terms and past participles as adjectives	Lesson Sequence 1. Read Telehistoria Escena 1 p. 201 2. Watch video 3. Discuss comprehension activity #3 p. 202 4. Nota gramatical: past participles as adjectives	• Pre-viewing and viewing activities • Comprehension Activity #3 • Writing & Speaking Activity #4



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Plan 3

Content Area: World Lesson Title: Imperfect Tense Time Frame: 1-2 days
 Languages:
 Spanish 2

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn how to form the imperfect tense • Use the imperfect to describe continuing activities in the past	Lesson Sequence 1. Introduce the imperfect tense 2. Complete activities 5-6 p. 204 3. Home Tutor U4L1 práctica gramática 1	• Speaking Activity #5 • Reading & Writing Activity #6 • Home Tutor Activities



Practice using the imperfect to talk about childhood activities		
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: - Auténtico 2 Textbook and Resources - Conjuguemos.com		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly, Moderately</i> or <i>Weakly</i> meets the criteria below.			
Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Curriculum Design Template

Content Area:	World Languages	Grade Level:	9-12	Unit Title:	Cultura antigua, ciudad moderna
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Created: May 2024

Board Approved on:



Unit 5 Overview

Content Area:	Spanish 2	Grade Level:	9-10	Unit Title:	Spain: ¡A comer!
Unit Summary: Students will be introduced to different methods of cooking and recipes using usted/ustedes commands and also describe food/service. Additionally, students will practice ordering meals in a restaurant.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
Unit Rationale: This unit has two parts. The first reviews basic food vocabulary learned in Spanish 1 while also introducing students to more specific items. Students practice reading authentic recipes and learn different methods of cooking authentic dishes. The unit continues with more authentic dishes from Spain as well as restaurant ordering and dining preferences.					
Career Readiness (Standard 9): 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.					

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: ● Respond to learned questions. ● Ask memorized questions. ● State needs and preferences. ● Describe people, places, and things. Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: ● Make lists. ● State needs and preferences. ● Describe people, places, and things



Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- What are famous dishes from Spanish-speaking countries?
- How can I explain and understand a recipe in Spanish?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.



- There is a different way to tell one person versus multiple people to do something.
- Foods of the Spanish-speaking world include more than just tacos and quesadillas.

Unit Learning Targets: Students will identify and describe ingredients, talk about food preparation and follow recipes, give instructions and make recommendations, order meals in a restaurant, talk about meals and dishes, and describe food and service in the target language.

Evidence of Learning

Summative Assessment: 1 week at home/ Students will create an iMovie to present to the class with a partner or with two partners to explain how to prepare an authentic dish from the Spanish-speaking world. The presentation should incorporate unit vocabulary and both positive and negative used commands.

Equipment Needed: Laptop, Projector, Auténtico 2 textbook and resources

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 ¡Que rico!	1 day (42 min)
Lesson 2 U5L1 Telehistoria	1 day (42 min)
Lesson 3 Ud./Uds. Commands	1-2 days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: World	Lesson Title: ¡Qué rico!	Time Frame: 1 day
Languages: Spanish 2		

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn new words about recipe ingredients, food preparation, and flavors • Identify foods they like or don't like • Practice vocabulary: foods, flavors, and food preparation	Lesson Sequence 1. Read A-D pp. 254-255 2. Watch vocabulary pop-up video/answer questions related to video 3. Audio: Listen to the sentences. Decide if a flavor or food prep is being talked about. 4. Complete activities 1-3 p. 256	• Speaking & Writing Activity #1 • Reading & Writing Activity #2 • Speaking & Writing Activity #3
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		



Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com

Lesson Plan 2

Content Area: World Lesson Title: U5L1 Telehistoria Time Frame: 1 day
 Languages:
 Spanish 2

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand descriptions with -ismo • Learn how to add emphasis to your descriptions of food using -ismo • Use descriptions using -ismo	Lesson Sequence 1. Read Telehistoria Escena 1 p. 258 2. Watch video 3. Discuss comprehension activity #4 p. 258 4. Nota gramatical: adjectives ending in -ismo	• Pre-viewing and viewing activities • Comprehension Activity #4 • Writing & Speaking Activity #5
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences,		



Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.

Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com



Lesson Plan 3

Content Area: World	Lesson Title: Ud./Uds	Time Frame: 1-2 days
Languages: Spanish 2	Commands	

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn how to make usted and ustedes commands • Practice using commands to give instructions and recommendations	Lesson Sequence 1. Introduce Ud./Uds Commands 2. Complete activities 6-7 p. 260 3. Home Tutor U5L1 práctica gramática 1	• Speaking & Writing Activity #6 • Listening Activity #7 • Home Tutor Activities
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com • Wordwall.com		



SPRINGFIELD PUBLIC SCHOOLS
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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	World Languages	Grade Level:	9-10	Unit Title:	iA comer!
Created:	March 2021	Board Approved on:			



Unit 6 Overview

Content Area: Spanish 2 **Grade Level:** 9-10 **Unit Title:** The United States: ¿Te gusta el cine?

Unit Summary: In this unit students are learning to tell others what to do and what not to do, make suggestions, talk about movies and how they affect them, make future plans, express hopes and wishes, influence others, extend and respond to invitations, and talk about technology.

Primary Interdisciplinary Connections:

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

Unit Rationale: As we travel to Los Angeles and Hollywood California we will discover Latin influences in the music, architecture, celebrations, and film industry of the region. We will focus on authentic culture and real-life communication using Spanish in the United States. We will practice reading, writing, listening, and speaking, and learn about latin influences in the film industry and the United States.

Career Readiness (Standard 9): 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.

Learning Targets

Standards: 7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things

Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists
- State needs and preferences



- Describe people, places, and things

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I describe my favorite films and the films I have seen in Spanish?
- What are the famous films and actors of the Spanish-speaking world?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.



- Many famous Spanish-speaking actors are popular already in Hollywood.
- It is possible to understand and discuss the general plot and characters in a target-language film without understanding every word.

Unit Learning Targets:

Students will tell others what to do and what not to do, make suggestions and future plans, talk about movies and how they affect you, express hopes and wishes, influence others, extend and respond to invitations, and talk about technology in the target language.

Evidence of Learning

Summative Assessment: 1 day/ Following the movie “La Misma Luna”, students will be expected to write a summary in Spanish connecting what they learned in the unit with what they observed in the movie. They will need to include an introduction, transitional words, supporting detail, and a conclusion.

Equipment Needed: Laptop, Avancemos 2 textbook and resources, essential movie questions

Teacher Resources: Rubric for grading, Movie “La Misma Luna”

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 ¡Luces, cámara, acción!	1 day (42 min)
Lesson 2 U6L1 Telehistoria	1 day (42 min)
Lesson 3 Tú Commands	1-2 days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class’ understanding of the concepts. Students’ progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.hrw.com

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<http://www.nj.gov/education/aps/cccs/wl/>

Lesson Plan 1



Content Area:	World Languages: Spanish 2	Lesson Title:	¡Luces, cámara, acción!	Time Frame:	1 day
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy					
Interdisciplinary Connections:					
• Language Arts					
Integration of Technology:					
• Online textbook resources such as home tutor activities and videos • Conjuguemos.com for interactive grammar practice					
Equipment Needed:					
• Laptops • Headphones • Auténtico 2 Textbook and resources					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn some words about movies and moviemaking • Talk with classmates about movies they like • Practice vocabulary: terms for movies and moviemaking	Lesson Sequence 1. Read A-C pp. 310-311 2. Watch vocabulary pop-up video/answer questions related to video 3. Audio: Listen to the descriptions. Decide if it describes a person (right hand) or a thing (left hand). 4. Complete activities 1-2 p. 312	• Call and Response • Reading, Speaking, & Writing Activity #1 • Speaking & Writing Activity #2
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com • Quizizz.com		



- Wordwall.com

Lesson Plan 2

Content Area: World Lesson Title: U6L1 Telehistoria Time Frame: 1 day
 Languages:
 Spanish 2

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand active vocabulary in context • Make suggestions about what to do when making a movie • Practice using vocabulary in context • Practice using vamos + a + infinitive	Lesson Sequence 1. Read Telehistoria Escena 1 p. 313 2. Watch video 3. Discuss comprehension activity #3 p. 314 4. Nota gramatical: vamos + a + infinitive	• Pre-viewing and viewing activities • Comprehension Activity #3 • Writing & Speaking Activity #4
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		
Resources Provided: • Auténtico 2 Textbook and Resources • Conjuguemos.com • Blooket.com		



- Quizizz.com
- Wordwall.com

Lesson Plan 3

Content Area: World Lesson Title: Tu Commands Time Frame: 1-2 days
 Languages:
 Spanish 2

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones
- Auténtico 2 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn how to form affirmative tu commands • Practice using commands to tell someone you know well to do something • Practice listening and using affirmative tu commands	Lesson Sequence 1. Introduce Tu Commands 2. Complete activities 5-6 p. 316 3. Home Tutor U6L1 práctica gramática 1	• Speaking & Writing Activity #5 • Listening & Writing Activity #6 • Home Tutor Activities
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Avancemos 2 for every lesson.		



Resources Provided:

- Auténtico 2 Textbook and Resources
- Conjuguemos.com
- Blooket.com
- Quizizz.com
- Wordwall.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	World Languages	Grade Level:	9-10	Unit Title:	¿Te gusta el cine?
Created:	March 2021	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.