

Quinton Township School District
Spanish
2nd Grade
Pacing Guide

Marking Period:	1	Unit Title:	Introduction, Greeting with Titles	Pacing:	4 days
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Unit Summary: Students will learn to greet someone according to the time of day, as well as their title.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to greet someone using the correct time of day, “Buenos días.”, “Buenas tardes.”, “Buenas noches.” So they could appropriately greet someone.
- SW learn to match the greetings to the time of day.
- SW learn to use “señor, señora, señorita” appropriately by greeting each person in the room according to the picture on his or her hat.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.2.1**Career Readiness, Life Literacies, and Key Skills:** 9.4.2.CT.2**Computer Science and Design Thinking:** 8.1.2.AP.4**Career Education:**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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• Participation in greetings • Written work matching the greetings to the correct time of day • Student discussion	Teacher Made Resources	• Teacher made materials. • Teacher made exit slip • Internet pictures • Teacher made hats with pictures of a “señor, señora, señorita”	• Smart Board Applications
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Assessments	
Formative Assessments • Student conversations • Student participation • Exit slip	Summative Assessments • Oral Conversation Suggested skills to be assessed: <i>Ability to greet someone with the correct time of day and title.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Marking Period:	1	Unit Title:	Mandatos y números 1-20	Pacing:	8 days
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Unit Summary: Students will learn to follow a set of commands to be used in the classroom (levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren) as well as be able to turn to a specific page number in a book.

Objectives:

- SW learn to follow commands, “levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren” so they can participate in the Spanish classroom.
- SW learn numbers 1-20 so they can turn to the correct page in a book.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I participate in the Spanish classroom?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participation in TPR • Written work	Teacher Made Resources	• Teacher made materials.	• Smart Board Applications

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• Participation in Number Song • Participation in board game • Demonstration of numbers through use of dry erase boards and number books		• <u>Teach Them Spanish:</u> <u>Grade 2 p. 61-63</u> • Teacher made Charade cards • Teacher made Mata Moscas sheet • Dry erase boards, markers, erasers • Teacher made number books	
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Assessments	
Formative Assessments • Written work • Dry erase boards • TPR • Participation in board game • Participation in singing song	Summative Assessments • Mandatos y números 1-20 Unit Test Suggested skills to be assessed: <i>Ability to follow a given Spanish command</i> <i>Knowledge of numbers 1-20 in Spanish.</i>

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Marking Period:	2	Unit Title:	Lugares	Pacing:	8 days
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Unit Summary: Students will learn to talk about places in the community (casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico).

Objectives:

- SW learn to talk about places in the community, “casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico”.
- SW learn to create a map of a town based on provided pictures.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

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- How do I communicate using everyday language in Spanish?
- How do I talk about my community and about communities around the world?
- How does my community compare to communities in Spanish speaking countries?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Lugares song • Exploration of Google Earth • Map worksheet • Worksheets	Teacher Made Resources	• Teacher made materials. • <u>Teach Them Spanish (TTS): Grade 1 p. 42-45</u> • <u>Teach Them Spanish: Grade 2 p. 40-42</u> • Maps • Google Earth	• Smart Board Applications • Google Earth

Assessments	
Formative Assessments • Participation in Lugares song • Map worksheet • TTS Grade 1: p. 42-45; TTS Grade 2: p. 40-42	Summative Assessments • Teacher made map worksheet Suggested skills to be assessed: <i>Ability to place the places in the correct location on the map.</i>
Benchmark Assessments	Alternative Assessments • Alternative Choice Projects

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Marking Period:	3	Unit Title:	La Casa	Pacing:	8 days
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Unit Summary: Students will learn the rooms of the house.

Objectives:

- SW learn to identify rooms of the house in Spanish so that they can talk about their own houses and the houses of others.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

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- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
 - 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
 - 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
 - 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
 - 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Worksheets • TPR • Oral question and answer • Mystery game with sound clips	Teacher made resources	• Teacher made materials. • Sound clips • TTS: Grade 2 p. 54-55 • Teacher made	• Smart Board Applications • Sound clips

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		board game • Teacher made Exit Slip • Teacher made assessment	
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Assessments	
Formative Assessments • Oral response • Student pointing • Worksheets • Exit Slip	Summative Assessments • La Casa Unit Test Suggested skills to be assessed: <i>Ability to identify the rooms of the house in Spanish by circling the correct picture.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as	• Basic Skills Instruction	• Basic Skills Instruction	• Promote self-initiated and

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listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Marking Period:	4	Unit Title:	Animales	Pacing:	8 days
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Unit Summary: SW learn to identify animals (perro, gato, vaca, caballo, pájaro, rana, pez, pato, abeja, oso) so that they can talk about their animals and animals that they see. SW also learn to state where animals live.

Objectives:

- SW learn to identify animals (perro, gato, vaca, caballo, pájaro, rana, pez, pato, abeja, oso) so that they can talk about their animals and animals that they see
- SW learn where animals live.
- SW learn to describe animals based on color and where they live. (ie. Vive en el bosque y es de color verde.)
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.2.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• TPR with animals • Participation in Canasta Magica • Participation in games • Worksheets • Student pictures	• Teacher Made Resources • <u>Teach Them Spanish: Grade 2 p. 50-51</u>	• Teacher made materials. • Teach Them Spanish: Grade 2 p. 50-52 • Canasta Magica • Animal figures • Teacher made worksheet • Materials for	• Smart Board Applications

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		Pictionary Teacher made assessment (Benchmark)	
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Assessments	
Formative Assessments - TPR - Participation in TPR games - Worksheets - Student pictures	Summative Assessments Animales Unit Test Suggested skills to be assessed: <i>Ability to identify animals in Spanish.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with

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directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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