

Unit 1 - Keeping Track of Time: <i>Calendar, Seasons, Dates, Hemispheres, Times of Day</i>	
Grade Level: 2nd Proficiency level: <i>Novice Low</i>	Length of Unit: 3 months
Unit Rationale: Students are now expected to develop awareness of the passage of the year, its phases, and how we measure it. Students will also recognize that the ways we measure the year and the time of day will differ throughout the world.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> Stating the date can look different in another culture. The seasons bring many changes throughout the year.	Essential Questions: How does another culture track the date? How do we identify the stages of the year?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> Today is, We are in, My birthday is, I like, I don't like <u>Priority vocabulary:</u> Months, days, cardinal directions, seasons, season-related words	Skills: <i>Students will be able to...</i> Tell the date. Identify which words belong to which season. Infer about the climate in other places.
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low	
<p>A. Interpretive Mode:</p> <ul style="list-style-type: none"> • 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.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. <p>B. Interpersonal Mode:</p> <ul style="list-style-type: none"> • 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.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	

ACTFL Can-Do Statements

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

- I can create a simple chart of a few things I like and dislike
- I can label the things I like and don't like in a picture
- I can say the date and the day of the week
- I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**CLKS Practices:**

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management

Connected Careers:

- **Management**
- **Education Administration**

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

This unit connected to this 9.2 standard through students learning about how scheduling and keeping track of tasks is an important part of different job positions and skills related to careers.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of understanding structure, scheduling, and the importance of setting time frames and important dates.

Interdisciplinary Standards**RI.2.1.****RI.2.7.**

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative	<p>Presentational: <i>Report likes and dislikes about each season, recite important dates, birthday, and current date.</i></p> <p>Interpersonal: <i>Record student responses about each others' birthdays</i></p> <p>Interpretive: <i>Match weather words to correct picture</i></p> <p><i>Check-ins between teacher and students reviewing day of the week, month, year and season</i></p>
Summative	<i>Art project on seasons, report likes and dislikes</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Ask classmates what month they were born.</i>

Stage 3 - Learning Plan

Learning Activities:

- Songs and videos about the seasons, months of the year, days of the week
- Daily routines
- Worksheets on birthdays and holidays
- Project to draw and list likes and dislikes for each season

Differentiation:

ELL: Appropriately leveled TPRS readers with structured vocabulary and images.

G&T: Additional Spanish vocabulary words to include in their presentation about their country.

Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.

504: Extended time to complete assessments

Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.

Strategies and practices for differentiation in

world languages can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Cycle 2:

[Las estaciones prez.pptx](#)

[Las estaciones activity sheet.pdf](#)

Cycle 3:

[ComoEstaFuera.pdf](#)[Tiempo | ¿Cómo está el tiempo? | Aprender Palabras | Pinkfong Canciones Infantiles¿ Cómo Está El Clima? | Canciones Infantiles | Super Simple EspañolQue Tiempo Hace hoy?Qué Tiempo Hace Hoy | How is the weather today | Spanish Song](#)

Cycle 4:

[Weather story](#) [Weather video in Spanish for kids.](#) [Interactive games to teach weather in Spanish](#)

Cycle 5:

[Song about Fall](#), [Timbo and the Fall](#), [Games about the Fall](#)

Cycle 6:

[Short story 1](#), [Song](#), [Short story 2](#), [Games](#), [3 - Día de los Muertos Color by Number Pages](#) [Day of the Dead Color by Number.pdf](#)

Cycle 7:

[Los meses del año](#), [Meses del año en inglés - Canciones Infantiles](#), [Meses del Año Cantando Aprendo a Hablar](#), [Librito - meses del año.pdf](#)

Cycle 8:

[w2 3 losmeses.pdf](#) , [Los meses del año \(Canción RL\)](#), <https://rockalingua.com/games/months-year>

Cycle 9:

[Dia de accion de gracias](#), [La carta del Día de Acción de Gracias](#)

Cycle 10:

[Rotación Traslación.pdf](#), [EL AÑO Y LAS 4 ESTACIONES. EL MOVIMIENTO DE TRASLACIÓN | Vídeos Educativos para Niños](#), [Globos](#), [Earth revolution model](#)

Notes:

Unit 2 - Contemporary Life: <i>Clothing, Weather and Dress, Sports</i>	
Grade Level: 2nd Proficiency level: <i>Novice Low</i>	Length of Unit: 3 months
Unit Rationale: Choice of clothing can tell a lot about a person's culture, personal style, and hobbies. Students use critical thinking to make appropriate clothing choices for different times of year and in different situations.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> They can express themselves through what clothes they wear. Some clothes are more appropriate at different times of year and for different occasions than others.	Essential Questions: What is my personal style? What type of dress is commonly used at different times of year? What is appropriate to wear when practicing sports?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> In (this season)... I wear, I play, Article/noun gender agreement. <u>Priority vocabulary:</u> Weather-related words, everyday clothing, athletic clothing, sports names	Skills: <i>Students will be able to...</i> Identify names of clothes Choose appropriate clothing for the season and outdoor activities
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low	
<p>A. Interpretive Mode:</p> <ul style="list-style-type: none"> • 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.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. <p>B. Interpersonal Mode:</p> <ul style="list-style-type: none"> • 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.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	

ACTFL Can-Do Statements

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

- I can select clothing that fits in with what others are wearing
- I can decide what to wear for a sporting event
- I can say what sport I play

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.**CLKS Practices:**

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management

Connected Careers:

- **Stylist**
- **Fashion Design**

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

This unit discusses personal culture, style, and how different dress and self-presentation is important in different situations, such as in going to work, playing sports, etc.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of clothing, fashion design, and self-expression through appropriate manners of presenting oneself in different situations and for different occasions.

Interdisciplinary Standards

RI.2.10.

W.2.2.

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative	Presentational: <i>Project on what clothes to wear in each season</i> Interpersonal: <i>Respond to teacher questions about appropriate clothing</i> Interpretive: <i>Match and label target clothing vocabulary</i> <i>Check-ins between teacher and students reviewing clothing words</i>
Summative	<i>Project on what clothes to wear in each season</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Word-work with word searches, matching, memory game</i>

Stage 3 - Learning Plan

Learning Activities:

- Videos on clothing and seasons
- Online match and memory games
- Scavenger hunt for target clothing words
- Seasonal clothing project

Differentiation:

ELL: Appropriately leveled TPRS readers with structured vocabulary and images.

G&T: Additional Spanish vocabulary words to include in their presentation about their country.

Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.

504: Extended time to complete assessments

Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.

Strategies and practices for differentiation in world languages can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Cycle 11: [SpanishClothingLaRopaFunactivitiesgamespuzzlesandmore.pdf](#)

Cycle 12: [S-A-N-T-A | Canciones Infantiles De Navidad | Super Simple Español, Hoy es Navidad - Canción Infantil - Villancico Navideño,3 - Spanish Christmas_ Navidad 3 Puzzle Pack_Crossword - Word Search - Vocabulary.pdf](#)

Cycle 13: [¿Qué llevan los amigos?](#), [Ropa de los amigos - burbujas.pdf](#), [SpanishClothingLaRopaFunactivitiesgamespuzzlesandmore.pdf](#)

Cycle 14: [Spanish video about Winter for kids | Rockalingua](#), [Winter \(Timbo and friends\), Interactive Winter short story | Rockalingua](#), [Winter Clothes | Rockalingua](#)

Cycle 15: [¿Qué llevas durante el año?](#)

Cycle 16:

Cycle 17:

Cycle 17: Flipgrid

Cycle 18:

Notes:

Grade Level: 2nd Proficiency level: <i>Novice Low</i>	Length of Unit: 3 months
Unit Rationale: In order to advance to more complex themes involving world cultures, students should first have a grasp of basic world geography such as major landforms and geographical features. Working with maps and visuals of landforms serve as a foundation of global awareness.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> The weather and climate vary around the world. The seasons are inverted in opposite hemispheres. Local weather can affect culture. Geographical features can impact the weather and climate.	Essential Questions: How does weather affect our lives, the clothing we wear, and the things we do for fun? What are the weather differences in other hemispheres? What factors impact the local weather?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> To be located in (Estar en) I will wear... <u>Priority vocabulary:</u> Cardinal direction, continents, landforms	Skills: <i>Students will be able to...</i> Infer about the weather in other parts of the world. Identify the names for geographical features. Label features on a map.
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low A. Interpretive Mode: <ul style="list-style-type: none"> • 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.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. B. Interpersonal Mode: <ul style="list-style-type: none"> • 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.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. C. Presentational Mode: <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements <ul style="list-style-type: none"> ● I can write the names of places on a map 	

- I can recognize the names of continents on a map
- I can decide what to wear in a new climate
- I can identify and label geographic features on a map

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

CLKS Practices:

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management

Connected Careers:

- Climatologist
- Environmental Scientist
- Geographer

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of physical sciences, geography, and climate studies to provide students with a background of regional differences and the physical traits of different areas of the world.

Interdisciplinary Standards

W.2.8.

RI.2.7.

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and

cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative	<p>Presentation: <i>List the features on a map</i> Interpersonal: <i>Respond with what to wear to different locations</i> Interpretive: <i>Identify on which continent certain features and landmarks belong</i></p> <p><i>Check-ins with class to review names of continents</i></p>
Summative	<i>Design a map of a continent with labeled landforms</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Continents matching activity</i>

Stage 3 - Learning Plan

Learning Activities:

- Practice ordinal directions, north, south, east, west
- Online match and memory games
- Videos and songs about continents
- Slideshow about continents and features
- Make a continent project

Differentiation:

ELL: Appropriately leveled TPRS readers with structured vocabulary and images.

G&T: Additional Spanish vocabulary words to include in their presentation about their country.

Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.

504: Extended time to complete assessments

Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.

Strategies and practices for differentiation in world languages can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Cycle 19: Laminated world map, Globes, [RAP ¿Cuántos continentes hay en la tierra?, Continentes de la tierra.pdf](#)

Cycle 20: [EL ECUADOR Y LOS HEMISFERIOS | Vídeos Educativos para Niños, Yo en el mapa Map Skills Unit in Spanish-1.pdf](#) (pp. 13, 15, 16, 21, 23, 25)

Cycle 21: [Los ACCIDENTES GEOGRÁFICOS para niños - El relieve - Montaña, cordillera, meseta, río, lago, isla, Landforms Unit in Spanish.pdf](#) (pp. 41-44)

Cycle 22: [w9_2_primavera_0.pdf](#) (pp. 2, 3, 4, 6, 13, 17), [Spanish song and music video about Spring. Canción sobre La primavera](#)

Cycle 23: [Landforms Unit in Spanish.pdf](#), Clothing vocab word wall

Cycle 24:

Cycle 25: [Mi continente.pdf](#)

Cycle 26: Flipgrid

Rockalingua.com
Super Simple Español

Notes: