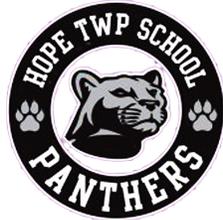


Belvidere Clusterwide Curriculum



World Languages

Grade 2

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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UNITS	Duration	Essential Questions:
Unit 1: Greetings and Introductions	4 class sessions	What does it mean to be polite in a Hispanic nation? How do I introduce myself and share basic information about myself in Spanish?
Unit 2: Describing Classroom Objects	4 class sessions	How do I describe my everyday surroundings in school?
Unit 3: Dia de los Muertos	2 class sessions	Is the concept of death viewed the same in all cultures?
Unit 4: Calendar and Numbers to 39	4 class sessions	Calendars differ around the world. How does my calendar look different than calendars in other countries?
Unit 5: Clothing and Body	4 class sessions	How do I talk about and describe my body and clothing?
Unit 6: Navidad and Three Kings Day	2 class sessions	How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?
Unit 7: Food	3 class sessions	1. How do I communicate which foods I like and dislike? 2. What are the foods I like that are not American?
Unit 8: Community	3 class sessions	What are some places in my community?
Unit 9: Family	3 class sessions	Who are the people in my family?
Unit 10: Animals	2 class sessions	Can I name some animals in the world around me?
Unit 11: The House	3 class sessions	How do I describe my everyday surroundings in my Home? How are homes in other countries different from my own?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Greetings and Introductions

Unit 1 Summary: Greetings and Introductions

Essential Questions: What does it mean to be polite in a Hispanic nation? How do I introduce myself and share basic information about myself in Spanish?

Knowledge:

- ¿Cómo te llamas?, ¿Cómo se llama usted?, ¿Cómo estás?, ¿Cómo está usted?, ¿Cuántos años tienes?, por favor, amigo/a, gracias, ¡hasta luego!, ¡Buenos días/tardes/noches!, señor, señora, señorita, maestro(a)/profesor(a)

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.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.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:

- Language arts
- Social studies

Performance Expectations

- I can respond to simple greetings, leave-takings, and basic questions using tú and usted.

Unit 1 Student Learning Objectives

- Appropriately greet the teacher and take leave from the class using familiar greetings and farewells.
- Ask and answer basic greetings and introductions.
- Identify familiar people as tú or usted.
- Ask and answer basic conversational questions formally and informally.
- Memorize and recite songs/chants related to greetings, introductions and farewells.
- Perform a teacher-created, pre-written dialogue using greetings and introductory questions.

Unit 1 Assessments

Formative Assessments

- Teacher observation of appropriate student response during TPR activities and question/answer activities.
- Dry erase activity/hold up appropriate Tu or Usted question when named person is identified
- Ball toss or hot potato activity asking/answering questions.

Summative Assessments

- Teach them Spanish! 2 worksheets (p. 14-20)
- Practice and perform a pre-written dialogue.

Alternative Assessment:

- Matching/crossword to assess meaning of unit vocabulary.

Performance Tasks/Use of Technology:

- Performance of teacher-created, pre-written dialogue using unit vocabulary.

Sample Instructional Activities

1. TPR to demonstrate questions, answers, time of day greetings.
2. Ball toss activity- ask a question, pass to a student who answers and continue play.
3. Name teachers in the school or familiar people and give a scenario in which students greet the person using appropriate Spanish titles and time of day greetings (buenos dias, buenas tardes, buenas noches) with the tu or usted form of the question "How are you?"
4. Make cards with tu and usted form of "How are you?" and "What's your name?" Teacher states a familiar person, character, or teacher. Students compete to hold up the correct way to ask the question using their cards. Can play independently or in teams.

Supplemental Materials/References/Links

Youtube (Basho greetings) <https://www.youtube.com/watch?v=NMZzGZu15vk>
Margaret and Margarita book (discuss bilingualism and language not being a barrier)

Unit 2 Overview: What's in the Classroom?

Unit 2 Summary: Describing Classroom Objects

Essential Questions: How do I describe my everyday surroundings in my school-life?

Knowledge:

- 12-15 everyday classroom item vocabulary (silla, puerta, ventana, lápiz, papel, escritorio/pupitre, mesa, pluma, borrador/goma, cuaderno, libro, tijeras, maps, calendario)
- Adjectives: grande, pequeño, color words, numbers to 20 to describe quantity
- Commands: levanten, levántense, bajen, abran, cierren, siéntense, pongan, escriban, dibujen

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.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.

Interdisciplinary Connections:

- Language Arts- speaking, listening, copying
- Art- draw various classroom objects

Performance Expectations

- I can talk about things in my classroom.

Unit 2 Student Learning Objectives

1. The students will demonstrate understanding of classroom object vocabulary by completing a variety of listening performance tasks associated with commands and descriptions.
2. The students will be able identify 12-15 common classroom objects in Spanish.
3. The students will be able to understand and follow commands in Spanish associated with classroom items in Spanish.
4. The students will be able to describe some of their classroom objects using size, number, and color adjectives.

Unit 2 Assessments

Formative Assessments

- Teacher observation of student performance during TPR activities and vocabulary games

Summative Assessments

- Teach them Spanish! 2 (p. 29-31 and p. 57-63)

Performance Tasks/Use of Technology:

- Students will recite classroom objects songs associated with classroom objects and adjective descriptions.

Sample Instructional Activities

1. Identify vocabulary with flashcards (games: flyswatter, matching, pictionary)
2. Commands and classroom objects (put the book in the trashcan, write your name on the board)
3. Place authentic items in a backpack. Ask ¿Qué hay en mi mochila? Students reach in and identify items.

Supplemental Materials/References/Links

Youtube songs (En mi mochila roja) <https://www.youtube.com/watch?v=HfcrHBfqOgo&t=18s>

Youtube songs (¿Que hay en tu mochila?) https://www.youtube.com/watch?v=iSVogVthc_M

Youtube video (¿Que hay en mi mochila?) <https://www.youtube.com/watch?v=DUNjds6xyH4>

Unit 3 Overview: Día de los Muertos

Unit 3 Summary: Día de los Muertos

Essential Questions: Is the concept of death viewed the same in all cultures?

Knowledge: altar, vela, foto, muertos, flores, calavera, pan, cempasúchil, ofrenda, copal ¿Qué hay en un altar?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Social Studies: Geographical location of celebrations.
- Art: Illustration of holiday symbols

Performance Expectations

- I can talk about the Day of the Dead.
- I can compare the things that are familiar with the Day of the Dead and our American celebration of Halloween and Memorial Day.

Unit 3 Student Learning Objectives

1. Students will participate in cultural experiences specific to Day of the Dead practices to help them understand the significance of the Día de los Muertos holiday.
2. Students will be able to identify and name basic vocabulary associated with Day of the Dead celebrations.
3. Students will be able to understand the significance of an altar and its contents.
4. Students will compare/contrast Day of the Dead practices and ideas with Halloween and Memorial Day in the United States.

Unit 3 Assessments

Formative Assessments

- Teacher observation during class discussions
- Student answers to teacher questions during reading/discussion

Alternative Assessment:

- Dia de los Muertos drawing of altar based on description of items in Spanish

Performance Tasks/Use of Technology:

- Dia de los Muertos Bingo

Sample Instructional Activities

- Venn Diagram activity on the board (compare/contrast Dia de los Muertos with American holidays of Halloween and Memorial Day)
- Coco bingo (watch Coco with a bingo board of typical Day of the Dead items. Mark off items as you see them in the first 30 minutes of the movie on your bingo board).
- Day of the Dead fiction/non-fiction books
- Make calavera masks

Supplemental Materials/References/Links

Youtube videos [▶ Día de los Muertos \(Day of the Dead\) music video for kids](#)

Movie: Coco (20 min segment)

Songs

Make calavera masks

Unit 4 Overview: Calendar and Numbers to 39

Unit 4 Summary: Calendar and Numbers to 39

Essential Questions: Calendars differ around the world. How does my calendar look different than calendars in other countries?

Knowledge:

- Days of the week, months of the year, stating the date, counting to 39

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- **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.**
- 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.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.**
- **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.**

Interdisciplinary Connections:

- Math: Time around the world, Reading and interpreting a chart
- Music: Rhythms and songs
- Language Arts: Presentational skills
- Social Studies: Seasonal changes in different hemispheres

Performance Expectations

- I can state the date
- I can identify days of the week that come before and after today.

Unit 4 Student Learning Objectives

- Identify vocabulary of calendar topics including days of the week, months of the year, today/yesterday/tomorrow through charts, calendar displays, graphs, felt boards, and other realia.
- Ask and answer questions in a whole class and small group setting regarding calendar vocabulary including the date, classes, and month. Memorize, recite, and list the days of the week, months of the year, and seasons.
- Interpret a foreign language calendar to answer oral and written questions about yesterday, today, and tomorrow.

Unit 4 Assessments

Formative Assessments

- Teacher observation of appropriate response and identification of calendar topics during TPR activities and vocabulary building games.
- Teacher observation during asking/answering of questions and discussions related to calendar vocabulary. Observation of student participation during calendar songs.

Summative Assessments

- Teach them Spanish! 2 (pgs. 22-27) Student worksheets used as summative assessments

Alternative Assessment:

- Teacher checklist of student understanding during Q/A sessions of date, months, etc.

Performance Tasks/Use of Technology:

- Hot potato- Students are presented with a random date in Spanish written on a sentence strip, index card, or google slide. When the potato stops, students state the given date in English when it's their turn.

Sample Instructional Activities

- Identify daily activities associated with different days of the week (school subjects, after school activities, etc.) through TPR, flashcards, google images pictures, smart board matching activities, etc.
- Vocabulary identification games such as memory, sparkle (reciting the days/months in order), "Around the World", etc.
- Have students ask and answer simple questions about calendar related topic in pairs/popcorn activity/round-robin, etc. such as ¿Qué día es hoy? ¿Si hoy es lunes, qué día es mañana? Etc.
- Introduce and practice days of the week/months of the year/season songs to memorize correct order.

Supplemental Materials/References/Links

Days of the week songs
Months of the year songs
Numbers bingo/games

Unit 5 Overview: Clothing and Body

Unit 5 Summary: Clothing and Body

Essential Questions: How do I talk about and describe my body and clothing?

Knowledge:

- Camisa, camiseta, vestido, sombrero/gorro, guantes, calcetines, pantalones cortos, pantalones, cinturón, botas, falda, zapatos, sandalias, chaqueta, abrigo, ¿Qué llevas?
- Cara, ojos, boca, nariz, dientes, orejas, pelo, cuerpo, brazo, cabeza, dedo, mano, pie, pierna, rodilla, hombro, estómago

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.**
- 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.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.

Interdisciplinary Connections:

- Science/Health: Identification of body parts
- Art: Illustrations of self

Performance Expectations

- I can name and identify the parts of their body in Spanish.
- I can name and identify common clothing items typical during different seasons and weather.

Unit 5 Student Learning Objectives

- Identify basic parts of the body through the use of TPR.
- Identify basic clothing vocabulary through the use of TPR.
- Ask and answer questions related to parts of the body and clothing.
- Describe clothing using color vocabulary.

- Describe appropriate clothing during different weather/seasons.

Unit 5 Assessments

Formative Assessments

- Teacher observation during student interactions of songs, TPR responses, and games.
- Observation of Q/A activities for accuracy of student responses with follow-up questions as necessary.

Summative Assessments

- Teach them Spanish! 2 (p. 33-35, 44-45)

Alternative Assessment:

- Ask students to put on different clothing as directed by the teacher in a fashion show format.

Performance Tasks/Use of Technology:

- Ask students to put on different clothing as directed by the teacher in a fashion show format.

Sample Instructional Activities

1. Fashion show
2. Simon dice game
3. Songs: Head, shoulders, knees, and toes
4. Read De la Cabeza a los Pies, by Eric Carle
5. Bingo games of clothing/body parts
6. Matching games

Supplemental Materials/References/Links

Youtube video (Qué ropa llevas) <https://www.youtube.com/watch?v=HGmKFhXxXOc>
Froggy Juega al Fútbol <https://www.youtube.com/watch?v=YEckf366vh0>

Unit 6 Overview: Navidad and Three Kings Day

Unit 6 Summary: Navidad and Three Kings Day

Essential Questions: How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?

Knowledge:

- posadas, reyes magos, adorno, corona, regalos, árbol navideño, camellos, estrella, calcetín, nacimiento
¿Qué es esto?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.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.

Interdisciplinary Connections:

- Music: holiday music
- Art: Illustration of holiday symbols
- Social Studies: Differences in religious celebrations vs. secular in Latin America and US

Performance Expectations

- I can sing a villancico.
- I can describe the differences between the religious Latin American celebration of Christmas and the US secular celebration.

Unit 6 Student Learning Objectives

- The students will learn and sing El Burrito Sabanero as a traditional villancico.
- Students will create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.
- The students will understand and compare American and Latin American Christmas and Three Kings celebrations through the study of children's literature.

Unit 6 Assessments

Formative Assessments

- Teacher observation.
- Comprehension of literature and vocabulary through oral response.

- Student participation

Performance Tasks/Use of Technology:

- Singing the chorus of Burrito Sabanero with accurate words.

Sample Instructional Activities

1. Youtube video of El Burrito de Belen with words. Students sing the chorus with maracas, etc.
2. Read “The Night of Las Posadas” or “The Legend of the Poinsettia”. Compare and contrast religious Christmas celebrations of Latin America with US traditions.
3. Discuss Three Kings Day. Read Federico and the Reyes Magos.
4. Make Three Kings Day crowns.
5. Craft/ los pastores

Supplemental Materials/References/Links

Youtube video (el burrito sabanero) <https://www.youtube.com/watch?v=lJawRaON8h0>
Rosca de Reyes (pre-purchase/walmart, etc)

Unit 7 Overview: Favorite Foods

Unit 7 Summary: Favorite Foods

Essential Questions:

1. How do I communicate which foods I like and dislike?
2. What are the foods I like that they are not American?

Knowledge:

- comida, bebida, queso, leche, papa, pan, jugo, pollo, ensalada, fruta, vegetales, naranja, sopa, agua, sandwich, manzana, carne, plátano/banana, Quiero, (No) Me gusta

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.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.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.

Interdisciplinary Connections:

- Health: Healthy food choices, Balanced food choices
- Mathematics: Reading and interpreting a graph
- Social Studies: World cultures and foods

Performance Expectations

- I can name basic foods in Spanish.
- I can state whether they like or dislike a food item.
- I can place an order in a restaurant using Quiero or Me gusta.

Unit 7 Student Learning Objectives

1. Identify basic food vocabulary and a few cultural food items.

2. Express likes and dislikes of various foods with the use of Me gusta and Mi favorito.
3. Order in a restaurant using Quiero or Me gusta.
4. Ask and answer simple questions about food and food preferences.
5. Identify and label food illustrations.

Unit 7 Assessments

Formative Assessments

- Teacher observation of student responses during Q/A activities
- Teacher checklist observation of student use of food vocabulary during restaurant role-play and other activities

Summative Assessments

- Teach them Spanish! 2 (p. 37-38)

Performance Tasks/Use of Technology:

- Role-play restaurant with food vocabulary and quiero/me gusta.

Sample Instructional Activities

1. Fake food activities (name the food, pass the food around and identify, me gusta/no me gusta run and decide activity, select from a bag and state like/dislike, silent ball and identify likes/dislikes)
2. Matching games/flashcards
3. Role-play restaurant using Quiero / Me gusta
4. Food songs
5. Graphing favorite foods of the class

Supplemental Materials/References/Links

Youtube video (Tengo hambre) <https://www.youtube.com/watch?v=uu5gm6LgCzo>
Youtube video (Bistec) <https://www.youtube.com/watch?v=TkDTTM4Pe7I>

Unit 8 Overview: Community

Unit 8 Summary: Community

Essential Questions: What are some places in my community?

Knowledge:

- la escuela, el museo, la casa, la tienda, la biblioteca, el parque, la granja, el cine, la iglesia, el restaurante, el apartamento, el zoológico, ¿Dónde está...? ¿Qué es esto?
- Directional words: está, enfrente de, al lado de, cerca de, lejos de

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 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.

Interdisciplinary Connections:

- Social Studies: Giving directions/location words
- Art: Draw/illustrate a city design

Performance Expectations

- Students can locate places in the student's own town/community.
- Students can understand where something is located in a community by understanding directional descriptions.

Unit 8 Student Learning Objectives

- Students will be able to identify and name community locations vocabulary.
- Students will be able to understand the location of community locations by interpreting directional words.

Unit 8 Assessments

Formative Assessments

- Either/Or Questions
- Recite a song/skit/poem about community locations.

Summative Assessments

- Teach them Spanish! 2 (p. 40-42)

Performance Tasks/Use of Technology:

- Move flashcards of community locations based on the teachers description of where is located in reference to another community location flashcard (i.e. el zoológico está cerca de la biblioteca)

Sample Instructional Activities

1. Flashcard activities with community locations (include directional words al lado de, enfrente de, cerca de, lejos de)
2. Name that Place game board
3. Matching games/songs

Supplemental Materials/References/Links

Sing Dance Laugh and Eat Tacos (Vamos al zoológico)

Unit 9 Overview: Family

Unit 9 Summary: Family

Essential Questions: Who are the people in my family?

Knowledge:

- la familia, el padre, la madre, el hijo, la hija, los primos, el hermano, la hermana, el tío, la tía, el abuelo, la abuela

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.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.

Interdisciplinary Connections:

- Social Studies- families
- Language Arts- reading stories about families

Performance Expectations

- I can talk about my family members in Spanish.

Unit 9 Student Learning Objectives

- The students will be able to identify the names of family members and extended family in Spanish.
- The students will be able to label their own family members using Spanish vocabulary.

Unit 9 Assessments

Formative Assessments

- Observation of student responses to teacher questions identifying family members
- Teacher observation of accuracy of student responses during games and activities

Summative Assessments

- Teach them Spanish! 2 (p. 47-48)

Alternative Assessment:

- Answer the teacher's questions in Spanish to identify your family members in a picture

Performance Tasks/Use of Technology:

- Students can identify on a family picture who their different family members are in Spanish as the teacher says a name.

Sample Instructional Activities

1. Identify family members in Spanish using cut-outs, pictures, TPR, etc
2. Matching games/game boards
3. Bring in a picture of your family and identify who the people are in Spanish
4. Smart board- describe a picture of your family, cartoon family, etc.

Supplemental Materials/References/Links

Book: En mi familia
Youtube videos about Spanish families

Unit 10 Overview: Animals

Unit 10 Summary: Animals

Essential Questions: Can I name some animals in the world around me and talk about my favorites?

Knowledge:

- Animals: pájaro, perro, rana, vaca, abeja, caballo, oso, gato, pato, pez
- Review: numbers, colors, sizes (grande, pequeño, mediano, feo, bonito, gordo, flaco)

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.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.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.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.

Interdisciplinary Connections:

- Social Studies- animals around the world, habitats
- Language Arts- animals and their babies
- Math- sorting, categorizing

Performance Expectations

- The students can identify common animals and describe them based on color and size.
- The students can express preferences about animals.
- The students can categorize animals based on their habitats.

Unit 10 Student Learning Objectives

- The students will be able to identify the names of familiar animals in Spanish.
- The students will be able to state their favorite animals in Spanish using me gusta/favorito.
- The students will be able to describe familiar animals using colors, adjectives describing size, and numbers.

Unit 10 Assessments

Formative Assessments

- Observation of student responses to teacher questions identifying animals
- Teacher observation of accuracy of student responses during games and activities

Summative Assessments

- Teach them Spanish! 2 (p. 50-52)

Alternative Assessment:

- Answer the teacher's questions in Spanish to identify animals in a picture

Performance Tasks/Use of Technology:

- Students can act like an animal stated by the teacher.

Sample Instructional Activities

1. Matching games
2. TPR activities- act like, camina como..., corre como..., habla como...
3. Count the animals activities ¿Cuántos hay?
4. Describe each animal (¿Cómo es?) ¿Cuál es un animal grande, café, y gordo?
5. Animal songs
6. Move animal picture cards to their correct habitat (el aire, el agua, la tierra)

Supplemental Materials/References/Links

Oso pardo, Salí de Paseo review

Youtube song (Vengan a Ver mi Granja) <https://www.youtube.com/watch?v=yi3ccRptp5M>

Unit 11 Overview: The House

Unit 11 Summary: The House

Essential Questions: How do I identify my everyday surroundings in my home?

Knowledge:

- casa, cocina, sala, dormitorio, sofá, cama, lámpara, cuchara

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

Interdisciplinary Connections:

- Social Studies- Differences in houses

Performance Expectations

- I can identify common household items and rooms.

Unit 11 Student Learning Objectives

- The students will be able to identify the names of a few rooms and household items in Spanish.
- The students will discuss differences in houses in other countries from their own.

Unit 11 Assessments

Formative Assessments

- Observation of student responses to teacher questions identifying household items and rooms.
- Teacher observation of accuracy of student responses during games and activities

Summative Assessments

- Teach them Spanish! 2 (p. 54-56)

Alternative Assessment:

- Answer the teacher's questions in Spanish to identify household items/rooms in a picture

Sample Instructional Activities

1. Matching games (items to rooms)
2. Flashcard activities
3. Pictionary
4. Draw house and narrate
5. Draw and discuss colors/sizes of houses, sofás, lámparas, etc.
6. Show online pictures of different types of houses in different countries. Discuss houses that we see.

Supplemental Materials/References/Links

Google slides with parts of a house

Youtube video <https://www.youtube.com/watch?v=wBZXyMjdj8>

Families of the World videos (houses, diversity of houses)