

Lakewood Township School District Curriculum Guide

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| Grade: Second | Content Area: World Language (Spanish) |
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Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: World Language Curriculum Team

ACTFL Level: Novice-Low

| Recommended Pacing Guide | |
|--------------------------------|------------|
| Unit 1: Nos Conocemos | 20-25 days |
| Unit 2: ¿Cómo vivimos? | 20-25 days |
| Unit 3: Vamos a aprender | 20-25 days |
| Unit 4: Los animales | 20-25 days |
| Unit 5: Nos cuidamos | 20-25 days |
| Unit 6: Nuestro ambiente | 20-25 days |
| Unit 7: ¿Cómo funciona? | 20-25 days |
| Unit 8: Nuestras celebraciones | 20-25 days |

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

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Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1: Nos Conocemos

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains

- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

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- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

| Disciplinary Concepts and Core Ideas | |
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| Interpretive Mode of Communication | In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” |
| Interpersonal Mode of Communication | In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. |
| Presentational Mode of Communication | In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. |

| Focus Standards |
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| <p><u>Interpretive Mode of Communication</u></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.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.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><u>Interpersonal Mode of Communication</u></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. |

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- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

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8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.,

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- 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
 - 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).

Career Readiness, Life Literacies, and Key Skills Practices

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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| Demonstrate creativity and innovation. | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| Model integrity, ethical leadership and effective management. | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ |

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| | actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture. |
| Plan education and career paths aligned to personal goals. | Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| Work productively in teams while using cultural/global competence. | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

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| Summative Assessments: <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments | Benchmark Assessments: <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment |
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Knowledge & Skills

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| Enduring Understandings: <ul style="list-style-type: none"> ● Greetings, introductions, and farewells are important ways to show respect and build relationships. ● Families and communities are diverse, and learning about others helps us appreciate differences. ● Cultural traditions, like the piñata, connect us to history, creativity, and community celebration. | Essential Questions: <ul style="list-style-type: none"> ● How do I greet and say goodbye to others respectfully? ● How can I introduce myself and others in a friendly way? ● What makes my family, friends, and community special and unique? ● How do cultural traditions, like the piñata, show who we are? |
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| Content: Students will know: <ul style="list-style-type: none"> ● Common greetings and farewells in Spanish for children and adults. ● How to introduce themselves and others. ● Vocabulary for family members, friends, and community places. ● Ways to describe people (appearance, personality) and places. ● Basic cultural knowledge about Mexican traditions, like the piñata. | Skills: Students will be able to: <ul style="list-style-type: none"> ● Greet and say goodbye to classmates, teachers, and family members in Spanish. ● Introduce themselves and others with confidence. ● Ask and answer questions about family, friends, and community members. ● Describe people, places, and community features using simple sentences. ● Create and decorate a mini piñata while explaining its cultural significance. ● Show curiosity and respect for cultural diversity. |
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Core Instructional & Supplemental Materials

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| Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement. <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) | Varied Levels of Text: <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://www.successforall.org/wp-content/uploads/2020/04/15209_LC12_LaPinata_REDUPdf |
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| <ul style="list-style-type: none"> ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 ● Have students draw and label their family tree. | |
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| Unit 2: ¿Cómo vivimos? | Duration: 20-25 days |
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Suggested Accommodations

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| <p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Flashcards (Digital and paper) ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified Instructions/Assessments/Assignments ● Chunking ● Build background knowledge ● Define Key words ● Use visual and audio supports ● Address all four language domains ● Incorporate technology <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment |
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- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
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- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary

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- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

| | |
|--------------------------------------|---|
| Interpretive Mode of Communication | In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” |
| Interpersonal Mode of Communication | In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. |
| Presentational Mode of Communication | In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. |

Focus Standards

Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written

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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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.

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- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
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- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

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- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

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- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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).

Career Readiness, Life Literacies, and Key Skills Practices

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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| Demonstrate creativity and innovation. | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add |

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| | greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| Model integrity, ethical leadership and effective management. | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| Plan education and career paths aligned to personal goals. | Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| Work productively in teams while using cultural/global competence. | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

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| Social Emotional Learning Standards |
| <p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior |

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- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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| <ul style="list-style-type: none"> ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Use photo-editing or dress-up apps for dressing people up in different clothing items. ● Use a coloring program to create and decorate a house with different rooms. | <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Our homes, neighborhoods, and communities shape how we live and interact with others. ● People have different roles in the community, and learning about jobs helps us understand how communities work. ● Maps and directions help us navigate our surroundings and describe where things are located. ● Cultural traditions, like the Carnaval de Oruro, reflect community identity and creativity. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I describe my home and the people in it? ● How do I welcome friends into my home and community? ● Who works in our community, and what do they do? ● How can I use maps and directions to show where places are? ● What makes the Carnaval de Oruro a special celebration? |
| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● Vocabulary to describe homes, rooms, and people in the house. ● How to welcome friends and visitors into their home. ● Names of clothing items and their colors. ● Numbers and phrases to indicate amounts of items and purchases. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Describe their home, who lives there, and where things are located. ● Welcome friends and visitors using polite greetings. ● Identify and describe clothing colors and what they or others buy. ● Ask and answer questions about jobs in the community. |

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| <ul style="list-style-type: none"> ● Common community jobs and workers (e.g., teacher, baker, doctor). ● Community places and their locations. ● Basic map-reading skills (directions, landmarks). ● Cultural knowledge about the Carnaval de Oruro in Bolivia. ● Awareness of diverse abilities in families and communities. | <ul style="list-style-type: none"> ● Use simple maps to explain where they are going and in which direction. ● Identify and describe places in their community and compare to other communities. ● Participate in a creative activity related to Carnaval de Oruro. |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com |
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| Unit 3: Vamos a aprender | Duration: 20-25 days |
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Suggested Accommodations**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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Interdisciplinary Connections

Language

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- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Mathematics

- 2.M.C Work with time and money
- 2.DL.A Understand concepts of data
- 2.DL.A.1 Understand that people collect data to answer questions. Understand that data can vary.
- 2.DL.A.2 Identify what could count as data (e.g., visuals, sounds, numbers).

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
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- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
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- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

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- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
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Career Readiness, Life Literacies, and Key Skills Practices

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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |

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| <p>Demonstrate creativity and innovation.</p> | <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> |
| <p>Model integrity, ethical leadership and effective management.</p> | <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> |
| <p>Plan education and career paths aligned to personal goals.</p> | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> |
| <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> | <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> |
| <p>Work productively in teams while using cultural/global competence.</p> | <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> |

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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| <ul style="list-style-type: none"> Do-Now Thumbs up/down White boards Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners Use a digital planner or calendar for students to create a daily schedule of activities. | <p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kids Discover Chapter assessment |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Talking about school, classes, and daily activities helps us organize our day and communicate with others. Knowing school rules and routines keeps everyone safe and respectful. Understanding time, schedules, and days of the week helps us plan and participate in activities. Cultural traditions, like capiruchos, provide fun, creativity, and connection to heritage. | <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I describe my classes, school supplies, and daily activities? How do I explain the rules and routines at school? How do I tell the time and talk about my schedule? What makes capiruchos a fun and meaningful cultural activity? |
| <p>Content: Students will know:</p> <ul style="list-style-type: none"> Names of school subjects, classes, and supplies. Vocabulary to describe school places and | <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> Talk about their classes, what they are learning, and the supplies they use. Describe school locations and the activities of students. |

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| <p>student activities.</p> <ul style="list-style-type: none"> ● Rules and routines of the school. ● Days of the week and telling time in Spanish. ● Phrases to describe daily schedules and activities. ● Cultural knowledge about capiruchos in El Salvador. | <ul style="list-style-type: none"> ● Explain school rules and routines clearly. ● Name the days of the week and tell the time. ● Ask and answer questions about their schedule and daily activities. ● Participate in a capirucho-making activity while explaining its cultural importance. |
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Core Instructional & Supplemental Materials

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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com |
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| Unit 4: Los Animales | Duration: 20-25 days |
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Suggested Accommodations**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written

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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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| Demonstrate creativity and innovation. | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add |

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| | greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| Model integrity, ethical leadership and effective management. | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| Plan education and career paths aligned to personal goals. | Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| Work productively in teams while using cultural/global competence. | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

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| Social Emotional Learning Standards |
| <p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior |

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- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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| <ul style="list-style-type: none"> ● Exit cards ● Total Physical Response ● Four Corners ● Live cams | <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Animals have unique characteristics, behaviors, and habitats that we can observe and describe. ● Comparing animals to people helps us understand movement, needs, and care. ● Pets and wildlife are important parts of local and global ecosystems. ● Cultural traditions, like learning about the titi monkey, connect us to Ecuador's biodiversity and heritage. ● Protecting animals and their habitats helps combat climate change and preserves biodiversity. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I describe my favorite animals and their parts, movements, and foods? ● How are animals in Ecuador similar to or different from animals in my community? ● How can observing animals help me understand people and nature? ● What makes the titi monkey and other Ecuadorian animals special? ● How can we help protect animals, pets, and the environment? |
| <p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary for pets, wild animals, and specific animals of Ecuador. ● Names of animal body parts and counting body parts. | <p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Name and describe pets, wild animals, and animals from Ecuador. ● Identify and count animal body parts. ● Describe how animals move and what they eat. |

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| <ul style="list-style-type: none"> ● How animals move and what they eat. ● How to compare animals to humans in movement and behavior. ● Differences between local and Ecuadorian animals. ● Cultural knowledge about the titi monkey and other monkeys in Ecuador. ● Basic concepts of climate change, animal habitats, and conservation | <ul style="list-style-type: none"> ● Compare animals' movements and behaviors to humans'. ● Identify which animals live in their community and which live in Ecuador. ● Participate in activities exploring the titi monkey and other cultural animals. ● Suggest and practice actions to protect animals, their habitats, and the environment. |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com |
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| Unit 5: Nos Cuidamos | Duration: 20-25 days |
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Suggested Accommodations**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written

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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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Health and Physical Education

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

Social Studies

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- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

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9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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).

Career Readiness, Life Literacies, and Key Skills Practices

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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |

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| <p>Demonstrate creativity and innovation.</p> | <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> |
| <p>Model integrity, ethical leadership and effective management.</p> | <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> |
| <p>Plan education and career paths aligned to personal goals.</p> | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> |
| <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> | <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> |
| <p>Work productively in teams while using cultural/global competence.</p> | <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> |

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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| <ul style="list-style-type: none"> ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners | <p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Knowing the parts of our body helps us talk about how we feel and how to stay healthy. ● Our five senses help us explore and understand the world around us. ● Healthy habits, like eating well and staying active, keep our bodies and minds strong. ● Cultural activities, like flamenco, help us follow instructions, express creativity, and connect with traditions. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we care for ourselves and others in our community? ● What are the parts of the body and how can we describe them? ● How do I say how I feel or what hurts? ● What exercises help us stay healthy, and how do different parts of the body move? ● How do foods help us grow, stay strong, and feel good? ● What foods do I like, not like, and how can I describe their taste? ● How can I use my five senses to explore and describe the world? ● How do flamenco steps teach me about culture, coordination, and following directions? |

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| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● Names of body parts ● Words to describe how they feel ● Phrases for pain (“My ____ hurts”). ● Names of common exercises (jumping, stretching, running, dancing, etc.). ● That different exercises use different parts of the body. ● Words for likes and dislikes about food. ● Words to describe tastes (sweet, salty, sour, crunchy, soft, etc.). ● Names of the five senses and what each sense allows us to do. ● Vocabulary to describe objects using sight, touch, hearing, taste, and smell. ● Examples of healthy habits (e.g., eating fruits and vegetables, exercising, hygiene). ● Basic flamenco steps and cultural significance of flamenco dance. ● Awareness of diverse abilities and ways everyone can participate. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Name parts of the body and parts of the head. ● Describe what body parts are like ● Say how they feel and what hurts. ● Identify different exercises and say their favorite exercise. ● Explain which body parts are used to do each exercise. ● Identify different foods. ● Say what foods they like and do not like. ● Describe how food tastes using simple adjectives. ● Describe objects using their five senses. ● Talk about healthy habits and explain what they do to stay well. ● Follow instructions to perform flamenco steps and explain their actions. |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com |
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- Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)
- Whiteboard activities (Any topic/vocabulary)
- Listening and drawing activities (Any topic/vocabulary)
- Role play
- Graffiti wall
- Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.
- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1

Unit 6: Nuestro Ambiente

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words

- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases

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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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

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- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Mathematics

- 2.DL.A Understand concepts of data
- 2.DL.A.1 Understand that people collect data to answer questions. Understand that data can vary.
- 2.DL.A.2 Identify what could count as data (e.g., visuals, sounds, numbers).

Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- 2-ESS1-1 Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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).

Career Readiness, Life Literacies, and Key Skills Practices

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| <p>Act as a responsible and contributing community member and employee.</p> | <p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> |
| <p>Attend to financial well-being.</p> | <p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> |
| <p>Consider the environmental, social and economic impacts of decisions.</p> | <p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> |
| <p>Demonstrate creativity and innovation.</p> | <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> |
| <p>Model integrity, ethical leadership and effective management.</p> | <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> |
| <p>Plan education and career paths aligned to personal goals.</p> | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each</p> |

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| | step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| Work productively in teams while using cultural/global competence. | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

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| Social Emotional Learning Standards |
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

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- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observations ● Role play/skits ● Peer Assessments ● Quizzes ● Student participation ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Use a green screen and a map of the state or country to have students record weather reports/forecasts. ● Go online to find weather forecasts in Spanish, and have students create their own forecast to present to the class. ● Have students create their own “days of the week/months of the year” YouTube video in Spanish - song, rap, skit, etc. ● Have students create their own “Seasons” video in Spanish - song, rap, skit, etc. | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Checklist ● Exit tickets ● Journals and reflections ● Think, pair and share ● Listen and draw what you hear ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p> |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment |

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Knowledge & Skills

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The months, seasons, and weather affect our daily lives, activities, and travel. ● Maps and directions help us navigate and understand our community and other places. ● Cultural traditions, such as vacations in Uruguay, connect people to their environment and heritage. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I describe the months, seasons, and weather in my community? ● How do I talk about my favorite month and activities I enjoy? ● How can maps and directions help me find and describe places? ● What makes vacations and destinations in Uruguay special during different seasons? |
| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● The months of the year. ● The four seasons and what typically happens in each one. ● Names of the months of the year and the four seasons. ● Vocabulary to describe weather conditions and seasonal changes. ● Ways to express preferences about months, seasons, and activities. ● Types of transportation and how to describe how they go to different places. ● Map-reading skills, including identifying and indicating places. ● How to compare weather in their community to other communities. ● Cultural knowledge about vacations and seasonal destinations in Uruguay. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Identify, name, and order the months of the year. ● Identify the four seasons and explain what they like to do during each one. ● Name the months and seasons and describe the weather for each season. ● Share their favorite month and explain what activities they enjoy. ● Use maps to identify places and explain how to get to them. ● Compare weather and activities between their community and other places. ● Participate in discussions about vacations in Uruguay across different seasons. |

Core Instructional & Supplemental Materials

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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://science.nasa.gov/kids/earth/ |
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| Grade: Second | Content Area: World Language (Spanish) |
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| <ul style="list-style-type: none"> ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | |
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| Unit 7: ¿Cómo funciona? | Duration: 20-25 days |
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Suggested Accommodations

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| <p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Flashcards (Digital and paper) ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified Instructions/Assessments/Assignments ● Chunking ● Build background knowledge ● Define Key words ● Use visual and audio supports ● Address all four language domains ● Incorporate technology <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment ● Modified classwork and homework assignments ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and |
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instruction.

- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

- 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

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takings.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Mathematics

- 2.DL.A Understand concepts of data
- 2.DL.A.1 Understand that people collect data to answer questions. Understand that data can vary.
- 2.DL.A.2 Identify what could count as data (e.g., visuals, sounds, numbers).

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

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- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and

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comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

| Career Readiness, Life Literacies, and Key Skills Practices | |
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| Act as a responsible and contributing community member and employee. | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| Attend to financial well-being. | Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| Consider the environmental, social and economic impacts of decisions. | Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| Demonstrate creativity and innovation. | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| Model integrity, ethical leadership and effective management. | Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |

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| <p>Plan education and career paths aligned to personal goals.</p> | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> |
| <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> | <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> |
| <p>Work productively in teams while using cultural/global competence.</p> | <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> |

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| Social Emotional Learning Standards |
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

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Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

- Rubrics
- Student Growth Objective

Benchmark Assessments:

- Assessments on [Kids Discover](#)
- Chapter assessment

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| <ul style="list-style-type: none"> ● Role play/skits ● End of unit assessments | |
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| Knowledge & Skills |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Electronic devices help people perform tasks, communicate, and learn. ● Technology changes over time, and comparing past and present devices helps us understand innovation. ● Understanding professions and tools in our community shows how people contribute to society. ● Cultural activities, like taking photos and creating postcards, connect us to Puerto Rico's heritage. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do electronic devices help us in daily life? ● How have electronic devices changed over time, and why is that important? ● What do different workers in my community do, and what tools do they use? ● How can taking photos and creating postcards help me learn about Puerto Rico? |
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| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● Names and purposes of common electronic devices. ● Rules for safely using electronic devices, including computer lab rules. ● How electronic devices have changed over time. ● Vocabulary for professions, community workers, and tools. ● Cultural knowledge about Puerto Rico and ways to document experiences with photos and postcards. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Identify electronic devices and explain what they are used for. ● Describe how electronic devices function and how they have changed over time. ● Discuss professions and the tools workers use in the community. ● Take photos and create a postcard to represent cultural knowledge about Puerto Rico. ● Follow rules for safe and responsible use of technology. |
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| Core Instructional & Supplemental Materials |
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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● https://postalmuseum.si.edu/make-your-own-postcard ● https://barleyandbirch.com/how-to-make-easy-diy-postcards-with-kids-for-travel-themed-creative-time/ ● Target language games/activities (guess who) ● Cultural Realia ● Art | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com |
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| <ul style="list-style-type: none"> ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | |
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| Unit 8: Nuestras Celebraciones | Duration: 20-25 days |
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| Suggested Accommodations |
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| <p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Flashcards (Digital and paper) ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified Instructions/Assessments/Assignments ● Chunking ● Build background knowledge ● Define Key words ● Use visual and audio supports ● Address all four language domains ● Incorporate technology |

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences

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- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.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.

Interpersonal Mode of Communication

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.

Presentational Mode of Communication

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- 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.

Supporting Standards

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

Language

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.2.4.A Read grade-level text with purpose and understanding.
- L.WF.2.1. Demonstrate command of the conventions of writing.
- L.WF.2.3.C Supply adjectives in noun phrases to make them more precise or engaging.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading

- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Speaking and Listening

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.PE.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

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- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 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.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 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).

Career Readiness, Life Literacies, and Key Skills Practices

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| <p>Act as a responsible and contributing community member and employee.</p> | <p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> |
| <p>Attend to financial well-being.</p> | <p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> |
| <p>Consider the environmental, social and economic impacts of decisions.</p> | <p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> |
| <p>Demonstrate creativity and innovation.</p> | <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> |
| <p>Model integrity, ethical leadership and effective management.</p> | <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> |
| <p>Plan education and career paths aligned to personal goals.</p> | <p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each</p> |

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| | step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| Use technology to enhance productivity, increase collaboration and communicate effectively. | Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| Work productively in teams while using cultural/global competence. | Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

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| Social Emotional Learning Standards |
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

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- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
 Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

- Rubrics
- Student Growth Objective
- Role play/skits
- End of unit assessments

Benchmark Assessments:

- Assessments on [Kids Discover](#)
- Chapter assessment

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Knowledge & Skills

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People celebrate special moments with food, music, family, and traditions. ● Celebrations help us honor special moments, people, and traditions in our community and around the world. ● Cultural traditions—such as quinceañeras, Día de los Muertos, barriletes, and Semana Santa alfombras—reflect history, identity, and creativity. ● Families and communities celebrate in different ways, and all celebrations are meaningful. ● Everyone, regardless of ability, can participate in celebrating special events and sharing traditions. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do traditions and celebrations reflect the value of a community? ● How do I talk about a quinceañera and describe what happens during the celebration? ● Who do I celebrate with on my birthday and other special days? ● What happens during Día de los Muertos, and what objects or symbols are part of the celebration? ● What is a barrilete, and why is it important in Guatemalan culture? ● How do we celebrate Independence Day in my community, and how does Guatemala celebrate theirs? |
| <p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● Traditions ● Family celebrations ● Vocabulary for different celebrations (quinceañera, Día de los Muertos, Independence Day, birthdays). ● Ways to describe who they celebrate with and what activities happen during celebrations. ● Cultural elements of Guatemalan traditions (barriletes, Semana Santa alfombras). ● Differences and similarities between celebrations in Guatemala and their own community. ● Phrases to talk about when and how they celebrate special dates. ● Awareness of diverse abilities and ways everyone can participate in celebrations. | <p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Describe the people they celebrate with. ● Talk about a quinceañera and describe who attends and what happens. ● Describe their own birthday celebration and the people who celebrate with them. ● Explain key parts of Día de los Muertos and what objects are present at this celebration. ● Describe a barrilete and explain why it is meaningful in Guatemalan culture. ● Compare how Independence Day is celebrated in their community and in Guatemala. ● Describe celebrations in their community and explain when and how they celebrate special dates. ● Include classmates of all abilities when discussing traditions and creating cultural projects. |

Core Instructional & Supplemental Materials

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| <p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica C - Vista Higher Learning - ¡Listos! ● Reading A-Z |
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| <ul style="list-style-type: none">● Cultural Realia● Art & Music● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share● Linguistic Activities (Any topic/vocabulary)● Logical-mathematical (Numbers)● Musical (Any topic/vocabulary)● Intrapersonal (Any topic/vocabulary)● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)● Answering questions (Any topic/vocabulary)● Listening to the teacher and peers (Any topic/vocabulary)● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)● Whiteboard activities (Any topic/vocabulary)● Listening and drawing activities (Any topic/vocabulary)● Role play● Graffiti wall● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | <ul style="list-style-type: none">● Epic!● Reading IQ● Unite for Literacy● Vooks.com |
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