

**Quinton Township School District  
Spanish  
2nd Grade**

**Pacing Chart/Curriculum MAP**

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

**Objectives:**

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

**Essential Questions:**

- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5

7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5

7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5

**Content Statements**

Linguistic:

- The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
- The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
  - Respond to learned questions.
  - Describe people, places, and things

Cultural:

- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

***SEL.PK-12.3.4** - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings*

***SEL.PK-12.3.2** - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds*

**TECH.8.1.2.A.CS1** - [Content Statement] - Understand and use technology systems.

Global Awareness

**CRP.K-12.CRPI.1** - Career-ready individuals 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.

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Participation in greetings</li> <li>● Written work matching the greetings to the correct time of day</li> <li>● Student discussion</li> </ul>	<p><b>Teacher Made Resources</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● Teacher made exit slip</li> <li>● Internet pictures</li> <li>● Teacher made hats with pictures of a “señor, señora, señorita”</li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Student conversations</li> <li>● Student participation</li> <li>● Exit slip</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Oral Conversation</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to greet someone with the correct time of day and title.</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<ul style="list-style-type: none"> <li>Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	1	<b>Unit Title:</b>	Mandatos y números 1-20	<b>Pacing:</b>	8 weeks
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**Unit Summary:** Students will learn to follow a set of commands to be used in the classroom (levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren) as well as be able to turn to a specific page number in a book.

**Objectives:**

- SW learn to follow commands, “levantense, sientense, parense, dibujen, escriben, corten, pequen, pinten, canten, abran, cierren” so they can participate in the Spanish classroom.

- SW learn numbers 1-20 so they can turn to the correct page in a book.

**Essential Questions:**

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

**Common Core State Standards/Learning Targets:**

7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4

7.1.NM.A.5

7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4

7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.4

7.1.NM.C.5

**Content Statements**

**Cultural:**

- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)



**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

***SEL.PK-12.3.4** - [Sub-Competency] - Demonstrate an awareness of the expectations for social interactions in a variety of settings*

***SEL.PK-12.3.2** - [Sub-Competency] - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*

Global Awareness

***CRP.K-12.CRPI.1** - Career-ready individuals 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.*

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<ul style="list-style-type: none"><li>● Participation in TPR</li><li>● Written work</li><li>● Participation in Number Song</li><li>● Participation in board game</li><li>● Demonstration of numbers through use of dry erase boards and number books</li></ul>	<b>Teacher Made Resources</b>	<ul style="list-style-type: none"><li>● <b>Teacher made materials.</b></li><li>● <b><u>Teach Them Spanish: Grade 2 p. 61-63</u></b></li><li>● <b>Teacher made Charade cards</b></li></ul>	<ul style="list-style-type: none"><li>● Smart Board Applications</li></ul>



		<ul style="list-style-type: none"> <li>● <b>Teacher made Mata Moscas sheet</b></li> <li>● <b>Dry erase boards, markers, erasers</b></li> <li>● <b>Teacher made number books</b></li> </ul>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Written work</b></li> <li>● <b>Dry erase boards</b></li> <li>● <b>TPR</b></li> <li>● <b>Participation in board game</b></li> <li>● <b>Participation in singing song</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Benchmark: See the office for benchmark.</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to follow a given Spanish command</li> <li>● Knowledge of numbers 1-20 in Spanish.</li> </ul>

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into smaller components</b></li> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>● <b>Create modified assessments.</b></li> <li>● <b>Provide individualized assistance as necessary.</b></li> <li>● <b>Utilize assistive technology as appropriate.</b></li> <li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>● <b>Utilize graphic organizers</b></li> <li>● <b>Utilize manipulatives as necessary.</b></li> <li>● <b>Utilize auditory reminders as deemed necessary.</b></li> <li>● <b>Provide breaks to allow for refocusing as necessary.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>RTI</b></li> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> <li>● <b>Hold conferences with translator present</b></li> <li>● <b>Utilize additional NJDOE resources/recommendations</b></li> <li>● <b>Review Special Education listing for additional recommendations</b></li> <li>● <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>● <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>● <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>● <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<ul style="list-style-type: none"> <li>• Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	2	<b>Unit Title:</b>	Lugares	<b>Pacing:</b>	8 weeks
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**Unit Summary:** Students will learn to talk about places in the community (casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico).

**Objectives:**

- SW learn to talk about places in the community, “casa, parque, biblioteca, tienda, escuela, museo, iglesia, granja, restaurant, cine, apartamento, zoológico”.
- SW learn to create a map of a town based on provided pictures.

**Essential Questions:**

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

**Common Core State Standards/Learning Targets:**

7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4

7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4

7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.4

7.1.NM.C.5

**Content Statements****Linguistic:**

- The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
  - Respond to learned questions.
  - Describe people, places, and things
  - Make lists.

**Cultural:**

- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

***SOC.K-4.1.2.1** - Determine locations of places and interpret information available on maps and globes.*

***SOC.K-4.1.2.2** - Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.*

***TECH.8.1.2.A.CS1** - [Content Statement] - Understand and use technology systems.*

Global Awareness

***CRP.K-12.CRPI.1** - Career-ready individuals 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.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>• Lugares song</li> </ul>	<p><b>Teacher Made Resources</b></p>	<ul style="list-style-type: none"> <li>• <b>Teacher made</b></li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board</li> </ul>

<ul style="list-style-type: none"> <li>● Exploration of Google Earth</li> <li>● Map worksheet</li> <li>● Worksheets</li> </ul>		<p><b>materials.</b></p> <ul style="list-style-type: none"> <li>● <b><u>Teach Them Spanish (TTS):</u></b> <b><u>Grade 1 p.</u></b> <b>42-45</b></li> <li>● <b><u>Teach Them Spanish:</u></b> <b><u>Grade 2 p.</u></b> <b>40-42</b></li> <li>● <b>Maps</b></li> <li>● <b>Google Earth</b></li> </ul>	<ul style="list-style-type: none"> <li>● Applications</li> <li>● Google Earth</li> </ul>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● <b>Participation in Lugares song</b></li> <li>● <b>Map worksheet</b></li> <li>● <b>TTS Grade 1: p. 42-45; TTS Grade 2: p. 40-42</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> <i>Teacher made map worksheet</i></p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Ability to place the places in the correct location on the map.</li> </ul>

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**



<ul style="list-style-type: none"> <li>• <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>• <b>Utilize effective amount of wait time</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>• <b>Utilize open-ended questioning techniques</b></li> <li>• <b>Utilize scaffolding to support instruction.</b></li> <li>• <b>Chunk tasks into smaller components</b></li> <li>• <b>Provide step by step instructions</b></li> <li>• <b>Model and use visuals as often as possible</b></li> <li>• <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>• <b>Create modified assessments.</b></li> <li>• <b>Provide individualized assistance as necessary.</b></li> <li>• <b>Utilize assistive technology as appropriate.</b></li> <li>• <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>• <b>Utilize graphic organizers</b></li> <li>• <b>Utilize manipulatives as necessary.</b></li> <li>• <b>Utilize auditory reminders as deemed necessary.</b></li> <li>• <b>Provide breaks to allow for refocusing as necessary.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>RTI</b></li> <li>• <b>Speech/Language Therapy</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>• <b>Utilize formative assessments to drive instruction</b></li> <li>• <b>Translate printed communications for parents in native language</b></li> <li>• <b>Hold conferences with translator present</b></li> <li>• <b>Utilize additional NJDOE resources/recommendations</b></li> <li>• <b>Review Special Education listing for additional recommendations</b></li> <li>• <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide after school tutoring services</b></li> <li>• <b>Basic Skills Instruction</b></li> <li>• <b>Hold high expectations</b></li> <li>• <b>Hold parent conferences fall and spring</b></li> <li>• <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>• <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>• <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>• <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>• <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>• <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<ul style="list-style-type: none"> <li>Establish a consistent and daily routine.</li> </ul>			
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<b>Marking Period:</b>	3	<b>Unit Title:</b>	La Casa	<b>Pacing:</b>	8 weeks
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**Unit Summary:** Students will learn the rooms of the house.

**Objectives:**

- SW learn to identify rooms of the house in Spanish so that they can talk about their own houses and the houses of others.

**Essential Questions:**

- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4

7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4

7.1.NM.B.5

7.1.NM.C.5

### **Content Statements**

#### **Linguistic:**

- The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
  - Respond to learned questions.
  - Describe people, places, and things

#### **Cultural:**

- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

### **Interdisciplinary Connections/Including 21st Century Themes and Skills:**

***TECH.8.1.2.A.CS1*** - [Content Statement] - Understand and use technology systems.

Global Awareness

***CRP.K-12.CRPI.1*** - Career-ready individuals 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.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● TPR</li> <li>● Oral question and answer</li> <li>● Mystery game with sound clips</li> </ul>	<p><b>Teacher made resources</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher made materials.</b></li> <li>● <b>Sound clips</b></li> <li>● <b>TTS: Grade 2 p. 54-55</b></li> <li>● <b>Teacher made board game</b></li> <li>● <b>Teacher made Exit Slip</b></li> <li>● <b>Teacher made assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Sound clips</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

**Suggested activities to assess student progress:**

- **Oral response**
- **Student pointing**
- **Worksheets**
- **Exit Slip**

**Final Assessment/Benchmark/Project:**

Benchmark: See office for benchmark.

**Suggested skills to be assessed:**

- Ability to identify the rooms of the house in Spanish by circling the correct picture.

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into smaller components</b></li> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..</b></li> <li>● <b>Create modified assessments.</b></li> <li>● <b>Provide individualized assistance as necessary.</b></li> <li>● <b>Utilize assistive technology as appropriate.</b></li> <li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>● <b>Utilize graphic organizers</b></li> <li>● <b>Utilize manipulatives as necessary.</b></li> <li>● <b>Utilize auditory reminders as deemed necessary.</b></li> <li>● <b>Provide breaks to allow for refocusing as necessary.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>RTI</b></li> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> <li>● <b>Hold conferences with translator present</b></li> <li>● <b>Utilize additional NJDOE resources/recommendations</b></li> <li>● <b>Review Special Education listing for additional recommendations</b></li> <li>● <b>Establish a consistent and daily routine</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>● <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>● <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>● <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Establish a consistent and daily routine.</b></li> </ul>			
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<b>Marking Period:</b>	4	<b>Unit Title:</b>	Animales	<b>Pacing:</b>	8 weeks
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**Unit Summary:** SW learn to identify animals (perro, gato, vaca, caballo, pájaro, rana, pez, pato, abeja, oso) so that they can talk about their animals and animals that they see. SW also learn to state where animals live.

**Objectives:**

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

**Essential Questions:**

- How do I communicate using everyday language in Spanish?

**Common Core State Standards/Learning Targets:**

7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4  
7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4  
7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.4  
7.1.NM.C.5

**Content Statements**

Linguistic:

- The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
- The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
  - Respond to learned questions.
  - Describe people, places, and things

Cultural:

- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific.



(Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

*VPA.1.3.2.D.5 - [Cumulative Progress Indicator] - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.*

Global Awareness

*CRP.K-12.CRPI.1 - Career-ready individuals 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.*

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>• TPR with animals</li> <li>• Participation in Canasta Magica</li> <li>• Participation in games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher Made Resources</b></li> <li>• <b><u>Teach Them Spanish: Grade 2 p. 50-51</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher made materials.</b></li> <li>• <b>Teach Them Spanish:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> </ul>

<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Student pictures</li> </ul>		<p><b>Grade 2 p. 50-52</b></p> <ul style="list-style-type: none"> <li>• <b>Canasta Magica</b></li> <li>• <b>Animal figures</b></li> <li>• <b>Teacher made worksheet</b></li> <li>• <b>Materials for Pictionary</b></li> <li>• <b>Teacher made assessment (Benchmark)</b></li> </ul>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>• <b>TPR</b></li> <li>• <b>Participation in TPR games</b></li> <li>• <b>Worksheets</b></li> <li>• <b>Student pictures</b></li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Benchmark: See office for benchmark.</p> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>• Ability to identify animals in Spanish.</li> </ul>

**Differentiation**

**Special Education**

**ELL**

**At Risk**

**Gifted and Talented**

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