



## BURCH CHARTER SCHOOL OF EXCELLENCE

### World Languages (Spanish) Curriculum Guide – Grade 2

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

## **MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

## PACING CHART

Unit	Time Frame
1: Family: La familia	4-5 days
2:Numbers: Los números	4-5 days
3:Greetings: Los saludos	4-6 days
4:Adjectives/Feeling: Los adjetivos	4-6 days
5:Food: La comida	4-6 days
6:Community/Professions: La comunidad	5-6 days
7: Body: El cuerpo	5-6 days
<b>Total Days</b>	<b>30-40 days</b>

### Educational Technology

**Indicators:** 8.1.2.A.4

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). (Units 1,2,3,4,5,6,7)

### 21<sup>st</sup> Century Life and Careers Skill

**Indicators:** 9.1.4.A.1, 9.2.4.A.4

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. (Unit 6)
- Identify various life roles and civic and work-related activities in the school, home, and community. (Units 1, 2, 3, 4, 5, 7)

### Career Ready Practices

**Indicators:** CRP4, CRP6

- Communicate clearly and effectively and with reason. (Units 1,2,3,4,5,6,7) ●  
Demonstrate creativity and innovation. (Unit 4)

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 1:</b> Family		<b>Time Frame:</b> 4-5 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What words can be used to describe family?</li> <li>● How do I introduce my family?</li> <li>● How do you define family?</li> <li>● How are families unique?</li> </ul>		<ul style="list-style-type: none"> <li>● There are several vocabulary words that can be used to describe different members of the family.</li> <li>● Different cultures introduce people in different ways.</li> <li>● Family can be people who live in your home or a part of your extended family.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Recognize family words.</li> <li>● Utilize family words in introductions.</li> <li>● Describe and talk about their family.</li> <li>● Describe and talk about who lives in their home.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Utilize appropriate greetings in Spanish.</li> <li>● Demonstrate knowledge of family words when describing family.</li> <li>● Identify and describe immediate family.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>● tía</li> <li>● tío</li> <li>● primos</li> <li>● casa</li> </ul> <p><b>Review Vocabulary</b></p> <ul style="list-style-type: none"> <li>● mamá</li> <li>● papá</li> <li>● hermano</li> <li>● hermana</li> <li>● abuelo</li> <li>● abuela</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw their family members and label each person in their family.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.2.C.1
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Role play using appropriate greetings and introducing family members.</li> </ul>

## Differentiated Instruction

### ELL

Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ □ Use cooperative learning groups</li> <li>□ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>□ Show pictures or words to choose from in response to a question Pictorial Retell</li> <li>• □ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what.</li> <li>● Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option.</li> <li>● Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>



Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or</li> <li>● “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li>□ Extra time for assigned tasks</li> <li>□ Provide a warning for transitions</li> <li>□ Buddy students with peers</li> <li>□ Provide immediate feedback</li> <li>□ Visual and verbal reminders</li> <li>□</li> <li>□</li> </ul>	<p>Repeat, clarify, and restate target word vocabulary.</p> <ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Word banks</li> <li>● Adjust length of assignment</li> <li>● Repeat clarify or reword directions</li> <li>● Small group instruction</li> <li>● Brief concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual graphic organizers</li> </ul>

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 2:</b> Numbers		<b>Time Frame:</b> 4-5 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● Why are numbers important?</li> <li>● How do we use numbers every day?</li> <li>● How do I count in sequence?</li> <li>● What are different ways that numbers are used?</li> </ul>		<ul style="list-style-type: none"> <li>● Numbers are used in various situations on a daily basis.</li> <li>● When you count, there is a sequence.</li> <li>● Numbers are significant in certain situations.</li> </ul>

Skills		Student Learning Objectives	
<p><b>Students will be able to:</b> Identify numbers one to ten in Spanish.</p> <ul style="list-style-type: none"> <li>• State their age in Spanish.</li> <li>• Articulate their phone number in Spanish.</li> </ul>		<p><b>Students will know how to:</b> Demonstrate knowledge of numbers in Spanish orally and in writing.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of counting by counting from one to ten in sequence in Spanish orally and in writing.</li> </ul>	
Vocabulary	Resources	Assessment/Project	
<p>cero</p> <ul style="list-style-type: none"> <li>• Número</li> <li>• <b>Review Vocabulary</b></li> <li>• uno dos tres cuatro</li> <li>• cinco seis siete ocho</li> <li>• nueve diez</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Observation</li> <li>• Role Playing/Dramatization</li> <li>• Journals</li> <li>• Presentations</li> <li>• Student Conferencing</li> <li>• Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>	

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	RL.2.1
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (crosscurricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Read the story in the beginning of the unit in Spanish which has vocabulary and a cultural theme. Student will ask and answer questions about the text to demonstrate understanding of the key details.</li> </ul>

**Differentiated Instruction**

**ELL**

**Level 1-Entering**

**Level 2-Beginning**

**Level 3-Developing**

- □ Use manipulatives, visuals, props, and games
- Create climate of acceptance/respect that supports acculturation
- Provide pictorial representation of target word vocabulary.
- □ □ □ Use cooperative learning groups
- □ Require physical response to check comprehension
- Model activities for students
- □ Use hands-on activities
- Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)
- Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.
- Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.

- □ □ Simplify language/not content
- Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?
- □ Show pictures or words to choose from in response to a question
- Pictorial Retell
- Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- □ Use a student buddy, if possible someone with the same language.
- Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures.
- Label objects around the room and around the school in English and other languages.

- List and review instructions step by step
- Build on students’ prior knowledge
- Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.
- Ask questions with 1-3 word answers.
- Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.
- Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
Differentiated Instruction		
Special Education	504	
<ul style="list-style-type: none"> <li>□ □ □ Provide pictorial representation of target word vocabulary.</li> <li>□ □ □ Extra time for assigned tasks</li> <li>□ □ □ Provide a warning for transitions</li> <li>□ □ □ Buddy students with peers</li> <li>□ □ □ Provide immediate feedback</li> <li>□ □ □ Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat, clarify, and restate target word vocabulary.</li> <li>● Preferential seating</li> <li>● Word banks</li> <li>● Adjust length of assignment</li> <li>● Repeat clarify or reword directions</li> <li>● Small group instruction</li> <li>● Brief concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual graphic organizers</li> </ul>	

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 3:</b> Greetings		<b>Time Frame:</b> 4-6 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>□ How do we greet and introduce people when speaking Spanish?</li> <li>● How do casual greetings differ from formal greetings?</li> </ul>		<ul style="list-style-type: none"> <li>● Greet people in Spanish using culturally authentic expressions and vocabulary.</li> <li>● When having a conversation, there are certain words that help us express our thinking.</li> <li>● There is a difference between greeting someone who is familiar versus someone whom you have never met before.</li> </ul>

Skills		Student Learning Objectives	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Utilize vocabulary learned in conversation.</li> <li>• Start and end a conversation correctly.</li> <li>• Apply polite words when greeting someone.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between a casual greeting and a formal greeting.</li> <li>• Greet and introduce people properly.</li> </ul>	
Vocabulary	Resources	Assessment/Project	
<ul style="list-style-type: none"> <li>• Buenos días</li> <li>• Buenas tardes</li> <li>• Buenas noches</li> <li>• Muy bien</li> <li>• Bien,</li> <li>• <b>Review Vocabulary</b></li> <li>• Hola</li> <li>• Adiós</li> <li>• Por favor</li> <li>• Gracias</li> <li>•</li> <li>•</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Observation</li> <li>• Role Playing/Dramatization</li> <li>• Journals</li> <li>• Presentations</li> <li>• Student Conferencing</li> <li>• Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>	



Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.2.C.1
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will practice greeting someone that they just met versus someone they are familiar with.</li> </ul>

**Differentiated Instruction**

**ELL**

Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>Use cooperative learning groups</li> <li>Require physical response to check comprehension</li> <li>• □ □ □ □ Model activities for students</li> <li>□ Use hands-on activities</li> <li>Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>• □ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>□ Show pictures or words to choose from in response to a question</li> <li>• □ Pictorial Retell</li> <li>Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>□ Use a student buddy, if possible someone with the same language.</li> <li>Ask students to categorize objects.</li> <li>• □ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>• List and review instructions step by step</li> <li>• Build on students’ prior knowledge</li> <li>• Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>• Ask questions with 1-3 word answers.</li> <li>• Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>• Provide sentence frames.</li> <li>•</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>• Have students brainstorm, list, web, use graphic organizers</li> <li>• Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>• Introduce figurative language</li> <li>• Ask student to tell about, describe, explain.</li> <li>• Ask how and why questions.</li> <li>• Check for understanding by asking students to tell you what something means.</li> <li>• Students can paraphrase the assignment to you.</li> <li>• Encourage students to use full sentences.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to verify answers (oral and written)</li> <li>• Ask how and why questions.</li> <li>• Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>• Give the student a list of target words for each unit of study.</li> <li>• Check for understanding of academic vocabulary.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>• As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>• Make modifications to assignments and tests as necessary.</li> <li>• Students should have a list of target words for each unit of study.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>• Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> </ul>	<p>Repeat, clarify, and restate target word vocabulary.</p> <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 4:</b> Adjectives		<b>Time Frame:</b> : 4-6 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What is an adjective?</li> <li>● How do adjectives make sentences more interesting?</li> </ul>		<ul style="list-style-type: none"> <li>● Adjectives are words that are used to describe a noun.</li> <li>● When adjectives are used, it enhances the description of the topic.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Utilize adjectives to describe themselves and their feelings.</li> <li>● Recognize different adjectives.</li> <li>● Identify adjectives when listening to a song or a story.</li> <li>● Enhance their adjective vocabulary.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Describe their feelings and themselves using adjectives.</li> <li>● Identify adjectives when heard.</li> </ul>

Vocabulary	Resources	Assessment/Project
<p>emocionado/a</p> <ul style="list-style-type: none"> <li>● molesto/a</li> <li>● asustado/a</li> <li>● rápido/a Yo</li> <li>● soy...</li> </ul> <p style="text-align: center;"><b>Review Vocabulary</b></p> <p>Grande pequeño/a</p> <p>fuerte feliz triste</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a> <b>Additional Resources:</b></li> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul> <p><b>Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://spanishtown.ca/spanishforkids/grade1/Spanish_Lesson_5/describing_yourself.html">https://spanishtown.ca/spanishforkids/grade1/Spanish_Lesson_5/describing_yourself.html</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw pictures of people having different feelings and labeled with the appropriate phrase.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	L.2.1.E •
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p>Draw a picture of yourself and describe yourself using adjectives.</p>

**Differentiated Instruction**

**ELL**

**Level 1-Entering**

**Level 2-Beginning**

**Level 3-Developing**

- □ Use manipulatives, visuals, props, and games  
Create climate of acceptance/respect that supports acculturation
- Provide pictorial representation of target word vocabulary.
- □ □ □ Use cooperative learning groups
- □ Require physical response to check comprehension
- Model activities for students
- □ Use hands-on activities
- Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)
- Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.
- Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.

- □ □ Simplify language/not content  
Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?
- 
- □ Show pictures or words to choose from in response to a question  
Pictorial Retell
- Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- □ Use a student buddy, if possible someone with the same language.
- Ask students to categorize objects.  
Provide books and audiobooks with patterned sentence structure and pictures.  
Label objects around the room and around the school in English and other languages.

- List and review instructions step by step
- Build on students’ prior knowledge
- Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.
- Ask questions with 1-3 word answers.
- Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.
- Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>



**Differentiated Instruction**

**Special Education**

**504**

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
- 
- 

- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 5:</b> Food		<b>Time Frame:</b> : 4-6 days
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7. 1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What words can I use to describe food? ●</li> <li>Why is food important?</li> </ul>		<ul style="list-style-type: none"> <li>● There are ways to name specific foods in another language.</li> <li>● There are certain ways to describe the foods you like and dislike.</li> </ul>
<b>Skills</b>		<b>Student Learning Objectives</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● State what they want to eat.</li> <li>● Name foods that they like versus foods they dislike.</li> <li>● Recognize meal words.</li> </ul>		<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>● Identify foods that they like and dislike.</li> <li>● Explain different ways that foods are prepared in South American countries.</li> <li>● Explain foods that they like versus foods they dislike.</li> </ul>

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> <li>jugo</li> <li><input type="checkbox"/> frutas</li> <li><input type="checkbox"/> verduras</li> <li><input type="checkbox"/> carne</li> <li><input type="checkbox"/> maíz</li> <li><input type="checkbox"/> desayuno</li> <li><input type="checkbox"/> almuerzo</li> <li><input type="checkbox"/> cena</li> <li><input type="checkbox"/> arroz</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> <b>Review Vocabulary</b></li> <li>leche</li> <li><input type="checkbox"/></li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a> <b>Additional Resources:</b></li> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul> <p><b>Games to reinforce vocabulary:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.digitaldialects.com/Spanish/Food_words.htm">http://www.digitaldialects.com/Spanish/Food_words.htm</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● End of unit assessments</li> <li>● Students can draw and color a picture of their favorite food and the food they dislike the most. Underneath their picture they should write the appropriate phrases to correspond with the picture.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended activities and projects</li> <li>• Form and build on learning communities</li> <li>• Providing pupils with experiences outside the 'regular' curriculum</li> <li>• A higher quality of work than the norm for the given age group.</li> <li>• The promotion of a higher level of thinking and making connections.</li> <li>• The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>• Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p><b>RL.2.1</b> Read the story in the beginning of the unit in</p> <ul style="list-style-type: none"> <li>● Spanish which has vocabulary and a cultural theme. Student will ask and answer questions about the text to demonstrate understanding of the key details.</li> </ul>

**Differentiated Instruction**

**ELL**

**Level 1-Entering**

**Level 2-Beginning**

**Level 3-Developing**

- □ Use manipulatives, visuals, props, and games  
Create climate of acceptance/respect that supports acculturation
- Provide pictorial representation of target word vocabulary.
- □ □ □ Use cooperative learning groups
- □ Require physical response to check comprehension
- Model activities for students
- □ Use hands-on activities
- Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)
- Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.
- Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.

- □ □ Simplify language/not content  
Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?
- 
- □ Show pictures or words to choose from in response to a question  
Pictorial Retell
- Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- □ Use a student buddy, if possible someone with the same language.
- Ask students to categorize objects.  
Provide books and audiobooks with patterned sentence structure and pictures.  
Label objects around the room and around the school in English and other languages.

- List and review instructions step by step
- Build on students’ prior knowledge
- Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.
- Ask questions with 1-3 word answers.
- Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.
- Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Repeat, clarify, and restate target word vocabulary.</li> <li>● Preferential seating</li> <li>● Word banks</li> <li>● Adjust length of assignment</li> <li>● Repeat clarify or reword directions</li> <li>● Small group instruction</li> <li>● Brief concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual graphic organizers</li> </ul>	

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)
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<b>Unit 6:</b> Community	<b>Time Frame:</b> 5-6 days
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**New Jersey Student Learning Standards:**

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>Why do people work?</li> </ul>	<ul style="list-style-type: none"> <li>There are many different jobs/professions in the world.</li> <li>Different jobs serve different purposes.</li> </ul>

Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify different jobs/professions.</li> <li>Explain what they want to be when they grow up.</li> <li>Describe places they want to go.</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between different jobs in the community.</li> <li>Demonstrate knowledge of places in the community.</li> </ul>

Vocabulary	Resources	Assessment/Project
<p>bombero/a</p> <ul style="list-style-type: none"> <li>● policía</li> <li>● doctor/a</li> <li>● artista</li> <li>● autor/a</li> <li>● presidente/a</li> <li>● tienda</li> <li>● biblioteca</li> <li>● parque</li> <li>● museo</li> <li>●</li> <li>●</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Observation</li> <li>● Role Playing/Dramatization</li> <li>● Journals</li> <li>● Presentations</li> <li>● Student Conferencing</li> <li>● Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● Students can draw a map of their community and label places in their community.</li> <li>● End of unit assessments</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>● For 504 students refer to accommodations indicated in 504 plan.</li> <li>● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>



Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	9.2.4.A.1
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p>□ Discuss different reasons that people work and how different jobs serve different purposes. Students can write and illustrate what they would like to be when they grow up.</p>

**Differentiated Instruction**

**ELL**

**Level 1-Entering**

**Level 2-Beginning**

**Level 3-Developing**

- □ Use manipulatives, visuals, props, and games
- Create climate of acceptance/respect that supports acculturation
- Provide pictorial representation of target word vocabulary.
- □ □ □ Use cooperative learning groups
- □ Require physical response to check comprehension
- Model activities for students
- □ Use hands-on activities
- Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)
- Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.
- Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.

- □ □ Simplify language/not content
- Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?
- □ Show pictures or words to choose from in response to a question
- Pictorial Retell
- Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- □ Use a student buddy, if possible someone with the same language.
- Ask students to categorize objects.
- Provide books and audiobooks with patterned sentence structure and pictures.
- Label objects around the room and around the school in English and other languages.

- List and review instructions step by step
- Build on students’ prior knowledge
- Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.
- Ask questions with 1-3 word answers.
- Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.
- Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>
<ul style="list-style-type: none"> <li>● Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Repeat, clarify, and restate target word vocabulary.</li> <li>● Preferential seating</li> <li>● Word banks</li> <li>● Adjust length of assignment</li> <li>● Repeat clarify or reword directions</li> <li>● Small group instruction</li> <li>● Brief concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual graphic organizers</li> </ul>	

<b>Grade:</b> Second	<b>Content:</b> World Language (Spanish)	
<b>Unit 7:</b> Body	<b>Time Frame:</b> 5-6 days	
<p><b>New Jersey Student Learning Standards:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7. 1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1. NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How can I describe my body?</li> </ul>		<ul style="list-style-type: none"> <li>The human body consists of many body parts.</li> </ul>

Skills	Student Learning Objectives
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what part of their body hurts.</li> <li>Name different parts of their body. • Recognize body words.</li> </ul>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>Use Spanish vocabulary to target parts of their body.</li> <li>Integrate words previously learned with new vocabulary.</li> </ul>

Vocabulary	Resources	Assessment/Project
<p>cabeza</p> <ul style="list-style-type: none"> <li>• cara</li> <li>• ojos</li> <li>• nariz</li> <li>• boca</li> <li>• orejas</li> <li>• manos</li> <li>• piernas</li> <li>• brazos</li> <li>• pies</li> <li>•</li> <li>•</li> </ul>	<p><b>Middlebury Interactive:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://app.middleburyinteractive.com/login">https://app.middleburyinteractive.com/login</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a></li> </ul> <p><b>Activities for Learning Parts of the Body:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.spanishplayground.net/spanishbody-parts-activities/">https://www.spanishplayground.net/spanishbody-parts-activities/</a></li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Projects</li> <li>• Portfolio</li> <li>• Observation</li> <li>• Role Playing/Dramatization</li> <li>• Journals</li> <li>• Presentations</li> <li>• Student Conferencing</li> <li>• Vocabulary Quizzes</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Students can draw a self-portrait and label it with as many words as they know.</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• For Special Education students refer to accommodations and modifications indicated in IEP.</li> <li>• For 504 students refer to accommodations indicated in 504 plan.</li> <li>• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</li> </ul>

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	
<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Open-ended activities and projects</li> <li>● Form and build on learning communities</li> <li>● Providing pupils with experiences outside the 'regular' curriculum</li> <li>● A higher quality of work than the norm for the given age group.</li> <li>● The promotion of a higher level of thinking and making connections.</li> <li>● The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>● Using supplementary materials in addition to the normal range of resources.</li> </ul>	<p><b>RL.2.1</b> Read the story in the beginning of the unit in Spanish which has vocabulary and a cultural theme. Student will ask and answer questions about the text to demonstrate understanding of the key details.</p> <ul style="list-style-type: none"> <li>●</li> </ul>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <li>• □ Use manipulatives, visuals, props, and games</li> <li>□ Create climate of acceptance/respect that supports acculturation</li> <li>□ Provide pictorial representation of target word vocabulary.</li> <li>• □ □ Use cooperative learning groups</li> <li>• □ □ Require physical response to check comprehension</li> <li>□ Model activities for students</li> <li>• □ Use hands-on activities</li> <li>□ Adjust rate of speech to enhance comprehension Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>• □ □ Simplify language/not content</li> <li>□ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many?</li> <li>• □ Show pictures or words to choose from in response to a question</li> <li>□ Pictorial Retell</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries.</li> <li>• □ Use a student buddy, if possible someone with the same language.</li> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Label objects around the room and around the school in English and other languages.</li> </ul>	<ul style="list-style-type: none"> <li>● List and review instructions step by step</li> <li>● Build on students’ prior knowledge</li> <li>● Ask literal questions-who, when, where, what. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create.</li> <li>● Provide sentence frames.</li> </ul>

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> <li>● Have students brainstorm, list, web, use graphic organizers</li> <li>● Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>● Introduce figurative language</li> <li>● Ask student to tell about, describe, explain.</li> <li>● Ask how and why questions.</li> <li>● Check for understanding by asking students to tell you what something means.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to verify answers (oral and written)</li> <li>● Ask how and why questions.</li> <li>● Ask student to tell “what would happen if questions, Tell me as much as you can about....”</li> <li>● Give the student a list of target words for each unit of study.</li> <li>● Check for understanding of academic</li> </ul>	<ul style="list-style-type: none"> <li>● Ask student to tell about, describe, or explain. Ask student to explain similarities and differences.</li> <li>● As student to tell “Why do you think....?” or “What would you recommend?”</li> <li>● Make modifications to assignments and tests as necessary.</li> <li>● Students should have a list of target words for each unit of study.</li> </ul>



<ul style="list-style-type: none"> <li>● Students can paraphrase the assignment to you.</li> <li>● Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>● Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary. Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.</li> </ul>
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Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, clarify, and restate target word vocabulary.</li> <li>• Preferential seating</li> <li>• Word banks</li> <li>• Adjust length of assignment</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>