

Englewood Public School District

World Language, Spanish-II Grade

First Marking Period

Unit 1: All About Me and The School Day

Todo acerca de mi y el día escolar

Overview: During this unit of study, students will continue to familiarize themselves with basic oral and written vocabulary words related to themselves, their peers, and their school day. Students will use the Spanish language to ask and answer questions, describe people, describe relationships, and use action words. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish II program will be supported by the *Realidades 2* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can describe their classroom and school and compare it to other's.*
- *They can learn about different Hispanic cultures, people, and places.*
- *They can communicate with others in a foreign language to obtain information, express feelings, and share opinions*
- *They can describe themselves and others using adjectives in all four forms (masculine, feminine, singular, plural).*
- *They can express their nationality, that of others, and that of people of all the Spanish-speaking countries.*
- *They can apply the verb ser to express physical descriptions, nationalities and country of origin.*
- *They can apply the verb tener to express my age and the age of others.*
- *They can demonstrate knowledge of the location of Spanish-speaking countries on a map.*

Essential Questions:

- *How can I use Spanish vocabulary that I know to describe, and identify myself and others?*
- *What is your school day like?*
- *What are the rules in your classroom?*
- *Where are you and others from?*
- *What do you and others do during the day, after school, and at night?*
- *What things don't you and others like to do?*
- *How does learning a foreign language help me become a global citizen?*

- How does learning Spanish help reinforce my listening and speaking skills?
- How does learning Spanish help reinforce my reading and written language skills?
- How does learning Spanish help me navigate my classroom, school, and environment better?
- How does learning a foreign language help me gain critical 21st century skills?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5</p> | <p>Topics</p> <p>All about school and extra-curricular activities</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer simple questions in target language • Use print, recorded, and digital media to learn Spanish | <p>As an introduction to this unit students will watch a video about talking about themselves in Spanish (CRP11)</p> <p>Following a teacher led lesson on adjectives and the verb ser, students will create a dialog to interview one another using the following questions: What is your name? Where are you from? What are you like? (CRP12)</p> <p>Students will work in teams to create a Google classroom form to conduct an informal survey to discover the different nationalities represented in the classroom. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3)</p> <p>Following a teacher led lesson on the verb ir , students will write sentences using the verb ir.</p> | <p>You-Tube: <i>7 Talk about Yourself and Your Hobbies in Spanish + the verb GUSTAR</i> https://youtu.be/kj7UzUgWec</p> <p><i>Realidades 2</i> <i>1: ¿Cómo eres tu? and ¿Qué haces?</i></p> <ul style="list-style-type: none"> • ser • adjectives • nationalities • activities people do • the present tense of regular verbs • the verb ir <p>Google Forms https://docs.google.com/forms/u/0/</p> <p>Bingo Card generator https://myfreebingocards.com/</p> <p><i>Realidades 2</i> <i>Tema 1: Tu día escolar</i> <i>Preparación para 1A:</i></p> <ul style="list-style-type: none"> • la escuela • the verb tener | <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> – Participation/ Observations – Questioning – Discussions – Anecdotal Notes – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Individual Whiteboards – “Do now” – 3 Projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> – Pre-test, test, and daily work – Quizzes |

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| <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and</p> | <ul style="list-style-type: none"> • Use digital media to learn about Spanish speaking countries and people • Apply the verb ser to express: <ul style="list-style-type: none"> ○ Physical descriptions ○ Nationalities ○ Country of origin ○ Personal traits and characteristics • Ask and answer yes/no and information questions. • Compare and contrast yes/no questions to information questions. • Create information questions using qué, quién (es), cómo, cuántos, and de dónde. • Describe themselves and others using adjectives in all four forms (masculine, feminine, singular, plural). • Express the age of themselves and others using the verb tener. • Express their nationalities, that of others, and that of people of all the Spanish-speaking countries. | <p>Students will play a vocabulary Bingo game that includes the nationalities, gender words, and number words</p> <p>Following a teacher-led vocabulary lesson on school related vocabulary, students will create Frayer Model vocabulary flashcards</p> <p>Following teacher-led grammar lessons on the verb tener and verbs with the irregular yo forms, students will complete a text-book related activity</p> <p>Following a teacher led lesson on Spanish grammar focusing on present-tense stem changing verbs, students will work in small groups and play the How does it look?" and "What is Happening" game (¿Como es? And ¿Que esta pasando?) and describe different students in class using articles, adjectives, and learned unit vocabulary</p> | <ul style="list-style-type: none"> • verbs with irregular yo forms <p>Frayer 4-Square Model https://www.reallygoodstuff.com/images/art/304895.pdf</p> <p>1A: ¿Qué haces en la escuela?</p> <ul style="list-style-type: none"> • present-tense of stem-changing • affirmative/negative words <p>Whiteboard Paper</p> <p>Realidades 2 1: Tu día escolar</p> <p>Teacher Toolkit: Frayer Model http://www.theteachertoolkit.com/index.php/tool/frayer-model</p> <p>Realidades 2 1: ¿Qué haces después de las clases?</p> <ul style="list-style-type: none"> • activities people do • making comparisons • seasons <p>Realidades 2 1: ¿Qué haces después de las clases?</p> <ul style="list-style-type: none"> • activities people do • making comparisons • the verbs saber and conocer | <ul style="list-style-type: none"> – District benchmark or interim assessments – End-of-unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> – Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. – Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. – Students will provide the |
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| <p>level appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IL.C.3 Use language creatively to</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of the location of Spanish-speaking countries on a map. • Identify the four seasons. • Describe their activities and those of others using verbs in the present tense. • Describe people and their activities during all times of the day. • Organize their activities into those which they like and don't like. • Identify the question words to express their daily activities and those of others. • Discuss their activities using present tense verbs. • Ask and tell where one goes and how often using the verb ir. | <p>Students will describe a character and draw pictures of the character.</p> <p>Following a teacher-led grammar lesson on affirmative and negative sentences, students will write a description of oneself and others using a cluster diagram. Use affirmative and negative sentences.</p> <p>Students will work in small groups to create post-it note labels for classroom objects and continue creating Frayer model vocabulary note cards using school related vocabulary</p> <p>Following a teacher led grammar lesson on the verbs saber and conocer and the hace + time expressions. Students will complete a text based grammar practice assignment</p> <p>Following a teacher-led vocabulary lesson about free time activities, students will create short lists of activities and discuss what they like to do in their free time.</p> | <ul style="list-style-type: none"> • Seasons • Hace + time expressions <p>Interactive Venn Template http://www.classtools.net/education-games-php/venn_intro</p> <p>Realidades 2 Tema 1</p> <p><i>How to Write a Diamante Poem</i> https://writeshop.com/writing-diamante-poem/</p> <p>Dali.org: Timeline Salvador Dali https://thedali.org/timeline/</p> <p>The Art Story: Francisco Goya https://www.theartstory.org/artist-goya-francisco.htm</p> <p>Carmen Lomas Garza http://carmenlomasgarza.com</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron's</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> | <p>teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p> |
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| <p>respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> | | <p>Students will learn the names of the four seasons</p> <p>Following a teacher-led lesson on making comparisons, students will use an interactive Venn-diagram to compare activities they do in the winter, summer, and in both seasons. (CRP11)</p> <p>Students will play Spanish charades and guess what activity students are doing.</p> <p>Project Based Learning: Project 1 Students will work in teams and use Google presentations or PowerPoint to prepare a four-season guide to recreational activities in New Jersey for a Spanish speaking audience. Students will be required to research a Spanish speaking country's recreational area and prepare a four-season or year round guide to activities in that country. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3)</p> <p>Project Based Learning</p> | <ul style="list-style-type: none"> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf <p>Core Instructional/ supplemental materials:</p> <p>Textbook: <i>Realidades 2</i> Workbook: <i>Realidades 2</i> Videos: <i>Realidades 2</i> CD-Rom: <i>Realidades 2</i></p> <p><i>Quizlet</i> https://quizlet.com</p> <p><i>Spanish for teachers</i> http://spanish4teachers.org/spanishworksheets/</p> <p><i>Edutopia: Four Spanish-Language Young Adult Novels Worth Reading</i></p> <p>https://www.edutopia.org/discussion/four-spanish-language-young-adult-novels-worth-reading</p> | |
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Project 2

Students will work in small groups and use multi-media to create a Sesame Street Style video to teach an -Ar, -ER, or -IR verb. (CRP1., CRP2, CRP4, CRP11)
(9.2.12.C.3) (8.1.12.A.2, 8.1.12.A.1,)

Students will write an e-mail to another student asking five questions about their activities. Then answer your partner's e-mail. (CRP1., CRP2, CRP4, CRP11)

Research a Spanish-speaking entertainer and write a short report in Spanish about his or her life and career. (CRP1., CRP2, CRP4, CRP11)
(9.2.12.C.5)(6.1.12.D.14.f)

Ask another student where he or she is going during a particular season and what activities would be done there. (CRP1., CRP2, CRP4, CRP11)

**Project Based Learning:
Project 3**

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| | | <p>Create a poem in the shape of a diamond in which you describe yourself and your activities. Illustrate your poem by drawing or cutting and pasting pictures from magazines and the Internet. (6.1.12.D.14.f) (CRP6)</p> <p>In honor of Hispanic Heritage Month students will learn about famous artists from Spanish speaking countries. (9.2.12.C.3, 9.2.12.C.5)(6.1.12.D.14.f)</p> | | |
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Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary | <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students |

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| | <p>before lesson</p> <ul style="list-style-type: none"> • Teacher reads aloud daily • Use audio books • Allow extra time to complete assignments or tests • Use a scribe for non-writers • Large print texts and or Braille, or audio books • Augmentative communication system • Assistive Technology • Oral prompts can be given. • Allow answers to be given orally or dictated | | |
| <p>Interdisciplinary Connections: Social Studies: 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> | | | |
| <p>Integration of Technology Standards NJSL 8: 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> | | | |
| <p>Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> | | | |
| <p>Key Vocabulary: Gente y personalidades- amigos, gente famosa, amigable, amable, cariñosa, feliz, confiable, responsable, rica, talentosa, agradable,</p> | | | |

extrovertida, inteligente, divertida, ingeniosa, mala, cansada, ocupada, enferma, triste, contenta, Ser, tener, la escuela, clase, maestro(a), actividades extracurriculares, el clima y el tiempo, invierno, primavera, verano, otoño, frío, caliente, ventoso, lloviendo, nevando, ventoso, soleado, nublado, temprano, tarde, oscuro, noche, día, mañana, tarde, noche, deportes-fútbol, fútbol americano, baloncesto, tenis, béisbol, natación, correr, gimnasia, baile, voleibol, golf, boxeo, ciclismo, remo, atletismo, Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar, pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta, Mi horario escolar -clase, almuerzo, mañana, tarde, después de la escuela, arte, música, educación física, matemáticas, artes del lenguaje, lectura, escritura, estudios sociales, ciencia, clase de español, clase de computación, primero, siguiente, último, autobús escolar, biblioteca, cafetería, profesor, sala de recursos, asistencia, ir a casa. normas o reglas de clase, hay que, se prohíbe, tener que.

Englewood Public School District

World Language, Spanish-II Grade

Second Marking Period

Unit 2: All About School and Extra Curricular Activities

Todo sobre la escuela y actividades extra curriculares

Overview: During this unit of study, students will continue to learn about school related topics including a typical high school day and descriptions of classes. Students will also discuss extra-curricular activities and hobbies that they may have beyond the school day. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish 2 program will be supported by the *Realidades 2* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can describe their school day in Spanish.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can describe people, places, and things in a foreign language.*
- *They can compare and contrast school activities, school or classroom rules, and items needed for different classes.*
- *They can demonstrate knowledge of new vocabulary to communicate about classroom tasks and items.*
- *They can read and interpret a picture-based story.*
- *They can compare and contrast their school day with that of a student from a Spanish Speaking Country.*
- *They can analyze the difference between English and Spanish sentences containing affirmative and negative words.*
- *They can describe their extra-curricular activities and those of others.*
- *They can make comparisons using correct Spanish grammar.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *What classes do you have this year and what period is each class?*
- *How would you describe each class?*
- *What are the school rules that you can and can't do?*
- *What is a stem-changing verb and how does it work?*

- Why do you come to school?
- How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?
- What are your extra-curricular activities and what are those of others?
- Where do people like to go and what do they like to do in their free time?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5</p> | <p>Topics All about school and extra-curricular activities</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer simple questions in target language • Use print, recorded, and digital media to learn Spanish • Use digital media to learn about Spanish | <p>As an introduction to this unit, students will watch a video about education in a Spanish speaking country. (6.1.12.D.14.f)</p> <p>Students will explain the school rules using hay que and se prohíbe (You must and you may not)</p> <p>Students will work with partners to create a crazy rules poster for a particular class in school using hay que and she prohíbe.</p> <p>Following a teacher-led lesson on the verb tener que + infinitive students will complete a text based assignment</p> <p>Students will work in pairs to conduct research and compare and contrast the grading system in the US and Mexico. Students will complete an interactive Venn diagram.(CRP12)(6.1.12.D.16.a)</p> | <p>YouTube: Schools in Mexico https://youtu.be/0joESbxd_Bw</p> <p><i>Realidades 2</i> <i>Tema 1</i> Spanish Infinitive and Negative https://quizlet.com/77675694/spanish-infinitive-and-negative-words-flash-cards/</p> <p>Read-Write-Think Interactive Venn Diagram http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p> <p>We Are Teachers: Picture Books for High School https://www.weareteachers.com/picture-books-for-high-school/</p> <p>My Free Bingo Cards https://myfreebingocards.com</p> <p>Quizlet https://quizlet.com/subject/Spanish-classroom-words/</p> <p>30 Excellent Career Options for Spanish Speakers</p> | <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Midterm Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> – Participation/ Observations – Questioning – Discussions – Anecdotal Notes – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Individual Whiteboards – “Do now” – Project <p>Summative Assessments:</p> <ul style="list-style-type: none"> – Pre-test, test, and daily work – Quizzes – District benchmark or |

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| <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> | <p>speaking countries and people</p> <ul style="list-style-type: none"> • Demonstrate knowledge of new vocabulary of new vocabulary to communicate about classroom tasks, items, and extra-curricular activities • Apply the verb saber to express facts • Ask and answer yes/no and information questions. • Create questions and answers using the verb tener and hacer • Talk about classroom activities and school using the verb conocer. • Discuss facts and things they know how to do using the verb saber. • Read and interpret a picture-based story. • Compare and contrast grading system in the US and Mexico. • Read and interpret a portion of “Versos Sencillos” written by Jose Marti. • Interpret of reading selection using cognates. • Explain school rules using hay que and se prohíbe. • Talk about things that you have to and don’t | <p>Students will independently write sentences about school.</p> <p>Students will Create a list of activities that students have to and don’t have to do in various classes.</p> <p>Students will write a paragraph describing your ideal class, including what the teacher is like, when the class take place, what you do regularly in class, and what special activities you do in that class. (6.2.12.D.6.a)</p> <p>Following a teacher directed grammar lesson about using para + infinitive, students will create a dialog about being a good student.</p> <p>Students will work with partners and select a picture based story to read and interpret. (Students can select a variety of Children’s picture books)</p> <p>Project Based Learning: Project 1 Students will read a story using stem-changing verbs. Teacher will model planning and writing a</p> | <p>https://www.hol.edu/uploads/essays/Querer-with-Infinitives-Lesson-Plan-and-Resource-Packet-591349566e77a.pdf</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron’s</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf <p>Core Instructional/ supplemental materials: Textbook: <i>Realidades 2</i> Workbook: <i>Realidades 2</i> Videos: <i>Realidades 2</i> CD-Rom: <i>Realidades 2</i></p> <p>Quizlet https://quizlet.com</p> <p>Spanish for teachers http://spanish4teachers.org/spanishworksheets/</p> | <p>interim assessments</p> <ul style="list-style-type: none"> – End-of-unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> – Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. – Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. – Students will provide the teacher with audio recordings |
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| <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a</p> | <p>have to do using tener que + inf.</p> <ul style="list-style-type: none"> • Ask and answer questions using hacer. • Analyze a problem and give advice as to how to solve a problem using either tener que or hay que • Recall information about different classes using stem-changing verbs. • Analyze the differences between English and Spanish sentences containing affirmative and negative words. | <p>story using stem changing verbs. Then students will work in teams of 3-4 students to create their own story and include graphics or illustrations. Students will present their books to the class. (9.2.12.C.3) (CRP2, CRP4, CRP11, CRP12, CRP6)(8.1.12.A.2, 8.1.12.A.1)</p> <p>Students will play Bingo & Quizlet vocabulary review activities, using school related vocabulary</p> <p>Students will play Tic-Tac-Toe using stem-changing verbs.</p> <p>Students will research different careers (traditional and non-traditional) that may use Spanish. Students will then develop a list of these careers and select one of the careers to write a paragraph about in Spanish. (9.2.12.C.5, 9.2.12.C.3)</p> <p>Students will work with a partner and create a dialog by choosing from different places and describing what activities</p> | | <p>demonstrating their proficiency in Spanish speaking skills and vocabulary.</p> |
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| <p>variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> | | <p>you are going to do in each place.</p> <p>Students will write questions to ask classmates about where they are going. Then they will interview classmates and write sentences about where are they going to go or what they are going to do after school today.</p> <p>Project Based Learning Project 2 Students will create a poster to illustrate an extra-curricular activity at school; write a description of membership requirements, when, and where meeting are held, what is done in the activity and who might like to participate. Then they will write a dialogue with another student to attempt to motivate him/her to join the activity or club they created the poster for. (CRP6, CRP4)</p> | | |
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety

precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or | <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching | <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the | <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or |

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| <p>tests</p> <ul style="list-style-type: none"> ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <p>skills and concepts</p> <ul style="list-style-type: none"> ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <p>student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <p>stations</p> <ul style="list-style-type: none"> ● Debrief students |
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Interdisciplinary Connections:

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: Clase: la mesa, pupitre, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, Materiales escolares: carpetas, papel, lápices, crayones, mochila, lápices de colores, borradores, Escuela- Horario escolar, clases, períodos, primer período, segundo período, tercero, cuarto, quinto, programación de bloque, materias, materia, profesor, compañeros de clase, artes del lenguaje, idiomas del mundo, matemáticas, arte, música, educación física, ciencias, estudios sociales, historia, laboratorio, almuerzo, centro de medios, biblioteca, oficina de orientación, oficina principal, consejero. Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar , pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta,

Englewood Public School District

World Language, Spanish-II Grade

Third Marking Period

Unit 3: What Did You Buy and Clothing & The Body

¿Que compraste? y ropa y el cuerpo

Overview: During this unit, students will continue to familiarize themselves with oral and written vocabulary words related to shopping, clothing and the human body. Students will start using the Spanish language to talk about preferences, express possession, and talk about daily routines. They will also talk about going shopping at the mall, discuss different items of apparel, and describe a typical shopping trip. Students will continue to develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish 2 program will be supported by the *Realidades 2* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can identify, say, and label stores in Spanish.*
- *They can share their preferences and ideas in a foreign language.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct Spanish grammar in my oral and written language.*
- *They can identify and explain what articles of clothing are needed for different events, different times of the day, and different weather.*
- *They can conduct research on Spanish topics.*
- *They can identify body parts in Spanish.*
- *They can describe people and things using correct Spanish grammar.*
- *They can describe a typical shopping trip and different types of stores in Spanish.*

Essential Questions:

- *How does learning Spanish vocabulary improve my reading skills?*
- *How do you prepare for school, weekends, and special events?*
- *What is your daily routine?*
- *Why do we go shopping?*
- *How do you describe a shopping trip, stores, and clothing?*
- *How does learning a foreign language help me become a global citizen?*

- How does learning a foreign language increase my 21st Century Skills?
- How does learning Spanish increase my content area vocabulary?
- How does learning Spanish reinforce my written and oral language skills?
- How do I use and conjugate verbs in my oral and written Spanish?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> | <p>Topics</p> <p>Shopping, Clothing, and the human body</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross-cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Express their opinions and preferences related to shopping • Understand and say Spanish rhymes, songs, or poems | <p>As an introduction to the unit, students will watch a short video about going shopping and another video about the human body.</p> <p>Students will play “Simon Says” in Spanish, students will take turn being Simon (CRP1, CRP4)</p> <p>Following a teacher-led vocabulary lesson on body parts, students will review interactive vocabulary cards to help them identify body parts.</p> <p>Students will draw a poster of a person and label the body parts.</p> <p>Students will play digital web based matching games, memory games, and word race to learn about shopping</p> <p>Following a teacher-led vocabulary lesson about shopping, students will</p> | <p>You Tube: Shopping in Spanish https://youtu.be/RZnVkGfyGEg</p> <p>YouTube: Learn Spanish!- Parts of the Body https://youtu.be/kQm_6ZKKyGA</p> <p>Tema 2: Un evento especial Preparación para 2A: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>la ropa y el cuerpo</i> • verbs and expressions that use the infinitive <p>Quizlet: Spanish Body Parts https://quizlet.com/16664138/spanish-body-parts-with-pictures-flash-cards/</p> <p>Quizlet: Shopping Flashcards https://quizlet.com/subject/spanish-shops/</p> <p>Spanish Clothes https://quizlet.com/18168732/spanish-clothes-flash-cards/</p> | <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> – Participation/ Observations – Questioning – Discussions – Anecdotal Notes – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Individual Whiteboards – “Do now” – Projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> – Pre-test, test, and daily work – Quizzes |

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| <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and</p> | <ul style="list-style-type: none"> • Perform direct actions • Ask and answer simple questions language. • Recite oral vocabulary • Understand and use common Spanish words related to unit vocabulary • Follow directions in Spanish • Research information in English and Spanish • Create Spanish presentations • Create advertisements in Spanish • Write Spanish dialog • Conjugate Spanish Verbs • Speak, read, and write in Spanish using adjectives that show subject verb agreement • Identify body parts. • Tell what articles of clothing cover different body parts. • Identify clothing worn on different occasions. • Recognize sentences containing two consecutive verbs and identify which verb should be conjugated. • Describe different clothing wore for different events. | <p>work in pairs to create flashcards listing different stores to shop at.</p> <p>Following a teacher-led vocabulary lesson about clothing, students will create vocabulary cards with pictures and play Quizlet vocabulary games.</p> <p>Following a teacher-led lesson about weather and climate, student pairs will create digital flashcards to practice weather and climate related vocabulary</p> <p>Students will learn common expressions for talking about the weather and then work in pairs to practice asking one another what the weather is using the following stems: ?Como es el clima? ?Como esta el clima hoy?</p> <p>Students will Create a dialogue in which you go shopping with a friend and explain what clothing you buy for what kind of event and weather. Each group will focus on different seasons or events.</p> <p>Following a teacher led grammar lesson on verbs</p> | <p>Talking About the Weather https://www.spanishplayground.net/talking-about-the-weather-in-spanish/</p> <p>The Weather Channel Español https://weather.com/es-US</p> <p><i>Realidades 2</i> TEMA 2 <i>¿Quieres ir de compras?</i></p> <ul style="list-style-type: none"> • verbs and expressions that use the infinitive <p><i>Realidades 2</i> TEMA 2</p> <ul style="list-style-type: none"> • The preterite of <i>regular verbs</i> • Demonstrative adjectives • Using nouns as adjectives • Reflexive verbs • The verbs <i>ser</i> and <i>estar</i> • Possessive adjectives <p>Study.com: Advertising Art Lesson https://study.com/academy/lesson/advertising-art-lesson-plan.html</p> <p>Preparación para 2B: A ver si recuerdas • <i>¿Quieres ir de compras?</i></p> | <ul style="list-style-type: none"> – District benchmark or interim assessments – End-of-unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> – Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. – Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. – Students will provide the |
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| <p>level appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3</p> | <ul style="list-style-type: none"> Describe people and things using <i>ser</i> and <i>estar</i>. Compare Spanish reflexive verbs to English reflexive verbs. Identify when a Spanish verb should or should not be reflexive. Explain what articles of clothing they need when they go out to different events. Compare and contrast daily activities done in the morning, in the afternoon, and in the evening. Describe different types of people (using <i>ser</i>) and explain how those people feel in certain situations. Determine how to use a possessive adjective by determining who is doing the possessing and what is being possessed. identify different kinds of stores and items found in those stores. Describe the items in those stores using adjectives previously learned. Use numbers from zero through to one thousand to identify prices. | <p>and expressions that use the infinitive, students will complete a text based activity.</p> <p>Students will create a Spanish wishlist of gifts they would like to buy for themselves and their family</p> <p>Following teacher-led grammar lessons on the preterite tense of -ar, -car, and -gar ending verbs, students will complete textbook related practice activities</p> <p>Following teacher led grammar lessons on demonstrative adjectives and using nouns as adjectives, students will write a dialogue about shopping and the types of clothing and accessories they wish to purchase.</p> <p>Students will Bring in four photos of a recent family event. Prepare a presentation to describe the event; for each photo, use the verb ser to describe the setting and characteristics of the people. Use estar to say where people and things are, and how people feel.</p> | <ul style="list-style-type: none"> cardinal numbers <p><i>Realidades 2</i> TEMA 2</p> <ul style="list-style-type: none"> The preterite of <i>regular verbs</i> Demonstrative adjectives Using nouns as adjectives Reflexive verbs The verbs <i>ser</i> and <i>estar</i> Possessive adjectives <p>2B: ¿Qué ropa compraste?</p> <ul style="list-style-type: none"> the preterite of regular verbs demonstrative adjectives using nouns as adjectives <p>Recommended Books:</p> <ul style="list-style-type: none"> <i>501 Spanish Verbs 6th Ed., Barron's</i> <i>Easy Spanish Step by Step By Barbara Bregstein</i> <i>Living Language-Spanish</i> <i>Spanish Now! Level 1</i> <i>Spanish for Dummies</i> http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf | <p>teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p> |
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| <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> | <ul style="list-style-type: none"> • Describe holidays and tell the dates that the holidays fall on. • Ask for assistance in a shopping situation. • Interpret a story with good comprehension about a shopping trip. • Identify means by which one can pay for an item • Talk about items of clothing including: color, style, size, and number, what is made of, and where you bought it. • Identify the stem and ending of verbs. Use the preterit tense to describe a shopping trip. • Discuss past activities using various time expressions. • Recall the following types of irregular preterit verbs: vowel + -er or -ir, -uir, “j” verbs, stem-changing –ir verbs, and irregular stem verbs. • Demonstrate the distance from oneself to an object using a form of the adjectives, este, ese, and aquel. • Read and interpret a story on the origin of jeans | <p>Students will describe your bedroom telling what is in the bedroom and where things are, what things are made of.</p> <p>Students will print pictures from the Internet or cut them out from a magazine comparing verbs used reflexively and the same verbs used non-reflexively. Create sentences about the pictures and explain the use of reflexive and non-reflexive verbs to the class.</p> <p>Students will review cardinal numbers in Spanish to identify prices.</p> <p>Students will create a dialogue pretending to be a sales clerk and a shopper. Using the vocabulary given, the shopper will ask for assistance. (9.2.12.C.5)</p> <p>Project Based Learning: Students will work with partners to create Spanish advertisements for an upcoming fashion show. In groups of four prepare a fashion show in which each person wears</p> | <p>Core Instructional/ supplemental materials:</p> <p>Textbook: <i>Realidades 2</i> Workbook: <i>Realidades 2</i> Videos: <i>Realidades 2</i> CD-Rom: <i>Realidades 2</i></p> <p><i>Quizlet</i> https://quizlet.com</p> <p><i>Spanish for teachers</i> http://spanish4teachers.org/spanishworksheets/</p> | |
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clothing for different types of events. Every person in every group must describe the clothing and the event to which he/she is wearing the clothing. Include the material of the fabric and the color, the style, and the size. (CRP1, CRP2, CRP4, CRP6, CRP11, CRP12) (8.1.12.A.1) (6.1.12.D.14.f)

Project Based Learning:

Students will work in small groups using pictures from the Internet and/ or magazines, prepare a picture-based story poster in which students will describe a shopping trip that they took using the proper forms of the preterit tense. Using the poster for the above activity, student will expand the information adding time expressions previously learned. They will present this information to the class. CRP1, CRP2, CRP4, CRP6, CRP11, CRP12) (8.1.12.A.1, 8.1.12.A.2)(6.1.12.D.14.f)

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none">● Label classroom materials● Word walls● Use visuals● Provide peer tutoring● Chants, songs, choral reading● Work toward longer passages as skills in English increase● Introduce key vocabulary before lesson● Teacher reads aloud daily● Preferential seating● Small group instruction● Use audio books | <ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.● Work with a partner● One-on-one instruction● Small group instruction● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.● Solidify and refine concepts through repetition.● Change work requirements to reduce activity time | <ul style="list-style-type: none">● Peer modeling● Teacher modeling● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung up for the student to see during the | <ul style="list-style-type: none">● Organize and offer flexible small group learning activities● Use centers, contracts, or stations● Debrief students● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content |

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| <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines | <ul style="list-style-type: none"> ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <p>time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests | <ul style="list-style-type: none"> ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities |
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Interdisciplinary Connections:

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Integration of Technology Standards NJSL 8:

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: compras-tienda de ropa, zapatería, supermercado, grandes almacenes, boutique, floristería, tienda de comestibles, restaurantes, artículos para el hogar, banco, cajero automático, tarjeta de crédito, efectivo, cambio, monedas, billetera, compradores, vendedor, tienda de dulces, panadería, restaurante de comida rápida, Ropa: camisa, blusa, pantalón, falda, vestido, traje, corbata, camiseta, ropa deportiva, pantalones cortos, top sin mangas, calcetines, zapatos, zapatillas de deporte, sandalias, suéter, sudadera, chaqueta, abrigo, guantes, mitones, gorro. , bufanda. Partes del cuerpo: cabeza, hombros, cuello, brazo, codo, muñeca, manos, dedos, uñas, torso, piernas, pies, dedos de los pies

Englewood Public School District

World Language, Spanish-II Grade

Fourth Marking Period

Unit 4: What did you do yesterday? & When we were children *¿Qué hiciste ayer? & Cuando éramos niños*

Overview: During this unit students will continue to familiarize themselves with oral and written vocabulary words related to daily activities in the community, what we did in the current past, and childhood. Students will continue using the Spanish language to ask and answer questions, describe people, places and events, and describe their community and different cities. Students will describe what life was like as children, what they did, and what things they liked and disliked. They will also use technology to learn about Hispanic American culture and countries. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish 2 program will be supported by the *Realidades 2* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can identify, name, and describe the environment using Spanish vocabulary words.*
- *They can describe people, places, and things using Spanish vocabulary.*
- *They can make a positive impact around the community.*
- *They can express their feelings using Spanish vocabulary words.*
- *They can follow simple commands and follow directions in Spanish.*
- *They can use correct Spanish grammar in my written and oral language.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*

Essential Questions:

- *How does learning Spanish help me understand my feelings and preferences?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *What businesses, things, and people did you see on your way to school?*
- *What is your community like?*
- *What were your favorite childhood toys, games, and activities?*

- What were you like as a child?
- How can technology help me learn Spanish?
- How does learning Spanish help improve my 21st Century skills?
- How does learning Spanish increase my vocabulary skills?
- How does learning a foreign language help me appreciate other cultures?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> | <p>Topics The recent past, yesterday, childhood, Community</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing Spanish songs, rhymes, or poems. • They can play games in Spanish | <p>As an introduction to this unit, students will learn about different jobs in local communities.(9.2.12.C.3, 9.2.12.C.5)</p> <p>Following a teacher led lesson on vocabulary, Students will work in small groups and discuss the different businesses they have in the community.</p> <p>Students will work in pairs to ask and answer questions about the types of transportation that exists in Englewood.</p> <p>Following teacher led grammar lessons on prepositions and the verbs salir, decir, and venir, students will complete textbook based assignment.</p> <p>Following a teacher led grammar lesson focusing on direct object pronouns, students will Write five</p> | <p>Youtube: Profesiones- Community jobs https://youtu.be/mpCicuAMqP4</p> <p>Realidades Tema 3: Tú y tu comunidad Preparación para 3A: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>los quehaceres</i> • <i>la ciudad</i> <p>Realidades Tema 3 Preparación para 3B: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>las preposiciones</i> • <i>los medios de transporte</i> • the verbs <i>salir, decir, venir</i> <p>Realidades Tema 3 3A: ¿Qué hiciste ayer?</p> <ul style="list-style-type: none"> • direct object pronouns: <i>lo, la, los, las</i> • affirmative <i>tú</i> commands • irregular preterite of <i>hacer, tener estar, poder</i> <p>Grapes</p> | <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • End of Year Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> – Participation/ Observations – Questioning – Discussions – Anecdotal Notes – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Individual Whiteboards – “Do now” – Projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> – Pre-test, test, and daily work – Quizzes – District benchmark or |

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| <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and</p> | <ul style="list-style-type: none"> • Ask and answer simple questions in target language • Identify, label, and say the names of games, toys, and activities in Spanish. • Learn about and use technology to communicate in Spanish • Create posters and digital presentations about a given topic • Use print, recorded, and digital media to learn Spanish • Recall schedules, errands, time when they did something, community stores and services. • Give information using direct object pronouns. • Give and request information in the store. • Read and interpret an article on page 146 to 147. • Read and interpret information using direct object pronoun and the preterit tense of ir, ser, hacer, tener, estar, and poder. • Compare and contrast open-air markets with supermarkets. • Compare and contrast pharmacies and neighborhoods in Latin- | <p>questions and answers dialogue including as many direct object pronouns as possible and the following verbs in the preterit tense: ir, ser, hacer, tener, estar, and poder.</p> <p>To expand upon direct object pronouns, the teacher Bring in a bunch of seedless grapes to demonstrate direct object pronouns. Students have to pick a grape and tell what they are going to do with it using the direct object pronoun and the verb comer. Then, they will repeat the sentence with to grapes.</p> <p>Students will Create a list of errands that your parents had you do in the several past days telling where you went, what you did, and what you bought.</p> <p>Project Based Learning: Project 1 After reading the selection “Los mercados al aire libre” on page 148, students will create an open-air market by bringing in items to sell in the classroom. Students will have conversations</p> | <p>Quizlet: Spanish Errands https://quizlet.com/294114575/spanish-errands-flash-cards/</p> <p>Quizlet: Mercados al Aire Libre https://quizlet.com/182654837/los-mercados-al-aire-libre-culture-ch-6-test-flash-cards/</p> <p>360 Virtual City Tours https://www.360cities.net</p> <p><i>Realidades 2</i> Tema 3: Tú y tu comunidad</p> <p><i>Realidades 2</i> Tema 4: Recuerdos del pasado Preparación para Tema 4: A ver si recuerdas</p> <ul style="list-style-type: none"> • una celebración • suffixes <p><i>Realidades 2</i> Tema 4: Recuerdos del pasado 4A: Cuando éramos niños</p> <ul style="list-style-type: none"> • imperfect tense: regular verbs • imperfect tense: irregular verbs • indirect object pronouns <p><i>Realidades 2</i> Tema 4: Recuerdos del pasado 4B: Celebrando los días festivos</p> <ul style="list-style-type: none"> • other uses of imperfect | <p>interim assessments</p> <ul style="list-style-type: none"> – End-of-unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> – Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. – Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. – Students will provide the teacher with audio recordings |
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| <p>level appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3</p> | <p>American countries and the United States.</p> <ul style="list-style-type: none"> • Read and interpret a story on sister cities on page 146. • Research three city sisters in the world related to Latin-American countries. • Use the correct form of the imperfect tense. • Describe birthday celebrations when you were a child. • Explain who was at your party, what foods you used to eat, what activities you used to do. • Demonstrate knowledge of traditional Spanish toys and games, especially a “piñata” using the past tense. • Use diminutives (-ito) and superlatives (ísimo) to describe people and things in the past. • Recite a fable in Spanish. • Interpret an analogy and advertisements, and respond to questions about nursery and elementary school. • Describe a person you knew in the past. • Present information about a celebration, childhood toys, pets, and songs. | <p>with one another about the items while bargaining.(6.1.12.D.14.f)</p> <p>Students will use the Internet to take a virtual tour of various neighborhoods in Spanish-speaking countries (virtual tours + Spanish-speaking countries). Using one of the cities visited, students will write directions from school to various areas around town. They will explain what one can do or buy at specific location. Students will create a map to accompany writing as well as using the Internet for a virtual tour for the class.</p> <p>Read “Fondo cultural “, page 137; explain in Spanish the differences between a pharmacy in Spain vs. a pharmacy in the United States. (6.1.12.D.14.f)</p> <p>Make a map of the most important places in your town. Write the street names and use appropriate intersections (see map on pages 158-159). Using formal and informal commands, help a foreign student and an adult to go</p> | <p>(description)</p> <ul style="list-style-type: none"> • reciprocal actions <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron’s</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf <p>Core Instructional/ supplemental materials:</p> <p>Textbook: Realidades 2 Workbook: Realidades 2 Videos: Realidades 2 CD-Rom: Realidades 2</p> <p><i>Quizlet</i> https://quizlet.com</p> <p><i>Spanish for teachers</i> http://spanish4teachers.org/spanishworksheets/</p> | <p>demonstrating their proficiency in Spanish speaking skills and vocabulary.</p> |
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| <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p> | <ul style="list-style-type: none"> Describe activities they used to do with grandparents. | <p>to different places around town.</p> <p>Students will plan and create an oral presentation describing a typical birthday celebration at your home. (CRP4)</p> <p>Students bring in several pictures of past holidays featuring photos of family members and their activities. Then they explain to the class each picture and holiday describing selected family members, food, and activities. (6.1.12.D.14.f)</p> <p>Students will work in teams of three to prepare a PowerPoint presentation based upon the history of “the piñatas”, including: origin, different types, purpose, uses, materials to create it, and typical candies to fill it.</p> <p>When Given a list of diminutives and superlatives, students will write a paragraph and create a poster to illustrate it.(CRP6)</p> <p>Follow teacher led grammar lessons on the following :</p> | | |
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- imperfect tense: regular verbs
 - imperfect tense: irregular verbs
 - indirect object pronouns
- Students will orally practice using these grammatical structures and will complete text book based grammar exercises.

Students will read and interpret “El grillo y el jaguar” on page 202-203. Then they will practice pronunciation and emphasis on different parts of the fable. Finally, they will read the fable into the tape recorder.

Students will write a composition about a person they knew when they were younger.

Project Based Learning:

Project 2

Students will prepare a project “Cómo eras de niño? following rubric and directions on page 205. Upon Completion students will present to the class.

(CRP1, CRP2, CRP4, CRP11, CRP12)
(8.1.12.A.1, 8.1.12.A.2)

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| | | <p>Project 3</p> <p>Students will make a poster with pictures of activities you did with your grandparents. Write sentences describing the activities and present the poster to the class.</p> <p>(6.2.12.D.6.a)</p> <p>(CRP1,CRP2, CRP4, CRP6, CRP11, CRP12)</p> | | |
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> Speak and display vocabulary | <ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the | <ul style="list-style-type: none"> Using visual demonstrations, | <ul style="list-style-type: none"> Curriculum compacting Inquiry-based |

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| <ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated | <p>student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. | <p>illustrations, and models</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or | <p>instruction</p> <ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students |
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| | <ul style="list-style-type: none"> Allow answers to be given orally or dictated | dictated | |
| Interdisciplinary Connections: Social Studies: 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. | | | |
| Integration of Technology Standards NJSLs 8: 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. | | | |
| Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. | | | |
| Key Vocabulary: Infancia, juguetes, juegos, juegos, área de juegos, parque, piscina, salpicaduras, caja de arena, muñecas, tarjetas, videojuegos, dibujos animados, canto, baile, música, dibujo, colorear, crayones, pintura, fiestas, dormir, dormir la siesta, actividades, vacaciones, abuelos, mascotas, canciones, comunidad infantil, comprar, horario, médico, mecánico, maestro, estudiante, farmacia, mercado, mercado al aire libre, ciudad hermana, comando, pronombres, barrios, países, cultura | | | |