

Grade 2

World Language

Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

World Language Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Magda Garcia, World Language Teacher

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Oradell Public School District

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide

classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey’s Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSLs 2020 Vision Statement)

Oradell Public School District

Suggested Pacing Guide for World Language

Grade: Second

Unit	Approximate Months	Unit	Topics
1	September- November	School Days	<ul style="list-style-type: none"> ● Days of the week/ calendar ● Greetings: Buenos días, Buenas tardes, Buenas noches ● Geometric Shapes ● School Supplies ● Numbers 1-20 and 21-40 ● Definite Articles “el” and “la”

			<ul style="list-style-type: none"> Spanish and World Holidays Dia de los Muertos Diwali
2	December-February	Animals Body Parts	<ul style="list-style-type: none"> Animals Verbs: like “gustar”, dislike “no me gusta” Describing Adjectives Body Parts
3	March- June	All About Me	<ul style="list-style-type: none"> Feelings: I’m happy, sad, fine Climate of Spanish speaking countries Earth Day - human impact on the environment and how we can help; recycling, turning off lights, turning off water while brushing teeth, etc. Family members/Heritage Colors Alphabet

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

Second Grade World Language Curriculum

Unit 1: School Days

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on days of the week and calendar, geometric shapes, school supplies, numbers 1-20, the articles *el* and *la*, *Diwali* and holidays around the world. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Standards (NJSL) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on the days of the week and calendar, geometric shapes, school supplies, numbers 1-20, the articles *e/* and *la* and Holidays around the world.

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about the days of the week and calendar, geometric shapes, school supplies, numbers 1-20, the articles *e/* and *la* and Holiday around the world.

7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode

Students use memorized vocabulary about days of the week and calendar, geometric shapes, school supplies, numbers 1-20, and the articles *el* and *la* and Holidays around the world.

7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1. NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Unit Specific Vocabulary

- Lunes, martes, miércoles, jueves, viernes, sábado, domingo
- Buenos días, Buenas tardes, Buenas noches
- Circulo, cuadrado, triangulo, rectangulo
- 1 - uno, 2 - dos, 3 - tres, 4 - cuatro, 5 - cinco, 6 - seis, 7 - siete, 8 - ocho, 9 - nueve, 10 - diez, 11 - once, 12 - doce, 13 - trece, 14 - catorce, 15 - quince, 16 - dieciséis, 17 - diecisiete, 18 - dieciocho, 19 - diecinueve, 20 - veinte
- “el” and “la”

Suggested Teaching Points

<u>New Jersey Student Learning Standards NJSLS-World Languages</u>	<u>Objectives</u>
7.1.NL.IPRET.1 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	<ul style="list-style-type: none">• <i>Students will be able to learn, recognize and present days of the week.</i>• <i>Students will be able to understand what is the first day of the week in Spanish speaking countries.</i>• <i>Students will be able to recognize the order of and answer the order of the different days of the week.</i>
7.1.IPRET..2	<ul style="list-style-type: none">• <i>Students will be able to understand the names of the geometric shapes in Spanish.</i>

7.1.NL.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to recognize the names of the geometric shapes in Spanish.</i>
7.1.NL.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to Brainstorm ways to connect Spanish words to English words. Ex: "we sit in a silla"</i>
7.1.NL.IPERS.3 7.1.NL.IPERS.2 7.1.NNL.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to recognize how you say book, pencil, paper, and notebook in Spanish.</i> • <i>Students will be able to identify, recognize, and pronounce classroom objects in Spanish: silla, mesa, papel, libro, etc.</i>
7.1.IPRET.1 7.1.NI.IPRS.2 7.1.NI.IPRS.3	<ul style="list-style-type: none"> • <i>Students will be able to distinguish between the definite articles "el" and "la".</i> • <i>Students will be able to recognize why it is important to learn the names of different school items.</i>
7.1.NL.PRSNT.4	<ul style="list-style-type: none"> • <i>Students will be able to express ways to connect Spanish words to English words. Ex: "we sit in a silla"</i> • <i>Students will be able to state what is the first day of the week in the Spanish calendar.</i> • <i>Students will be able to present facts why it is important to learn about other cultural holidays and the climate in other parts of the world.</i>
7.1.NL.IPERS.5 7.1.NL.PRSNT.3	<ul style="list-style-type: none"> • <i>Students will be able to enact culturally authentic words for greeting and during leave taking while entering and exiting the World Language classroom.</i>

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: "Days of the Week", "Geometric Shapes"
- Class participation/discussion
- Games
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Students will engage in informal conversations with their classroom peers and teacher, in which they identify objects in their backpacks; What is in your backpack?
- **Written:** Students will create an image of a backpack "la mochila" and draw pictures of and label school items found in a backpack.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish,
- Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.

- “Hola Mundo”, students will listen to and watch the section about school supplies.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
- **Backpack Project**
 - Students will create a picture of a backpack on a table. In the backpack items found in a classroom will be drawn (item list will be provided).
 - Students will conference with the teacher on pronunciation and identification of each item.
 - Students will present their creation to classmates and the teacher.

Core Instructional Materials

- Rockalingua.com Song and Vocabulary
- Quizlet.com Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Youtube video - Items in school, numbers, greetings
- Listos! Level A, Student Edition, Text book and Workbook

Mentor Texts

- Let's Celebrate 5 Days of Diwali! By Ajanta & Vivek
- Filipino Friends by Liana Romulo

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level Spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Social Studies</i> 6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
<i>Social Studies</i> 6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
<i>Social Studies</i> 6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<i>Social Studies</i> 6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<i>Math</i> 2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<i>Visual & Performing Arts - Art</i> 1.2.2.A.1	Students will be able to recognize that people from all over the world have created different genres and narratives in art throughout history.
<i>Visual & Performing Arts - Art</i> 1.2.2.A.2	Students will be able to compare and contrast different art from various cultures and time periods from around the world.
<u>Career Readiness, Life Literacies, and Key Skills</u>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
<u>Career Ready Practices</u>	
CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.
<u>Computer Science and Design Thinking</u>	
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
<u>Social Emotional Learning Competencies</u>	
<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. 	

The teacher helps support students with this.

- Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Unit 2: Animals/Body Parts

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on animals, the verb to like (gustar) and the verb to dislike (no me gusta), descriptive adjectives, and body parts. In addition, students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Standards (NJSL) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on animals, the verb to like (gustar) the verb dislike (no me gusta), descriptive adjectives, and body parts.

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s)
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

Interpersonal Mode

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about animals, the verb to like (gusta) and the verb dislike (no me gusta), descriptive adjectives, and body parts.

7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs

	on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
Presentational Mode	
Students use memorized vocabulary about animals, the verb to like (gustar) and the verb dislikes (no me gusta), descriptive adjectives, and body parts.	
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1. NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> • Animals • Verbs: like “gustar”, dislike “no me gusta” • Describing Adjectives • Body Parts 	

Suggested Teaching Points	
<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NL.IPRET.1 7.1NL.IPRET.3	<ul style="list-style-type: none"> • <i>Students will be able to demonstrate comprehension of why animals are important.</i> • <i>Students will be able to describe the animals they like and dislike using the verb “gustar” (I like)</i>
7.1.NL.IPERS.2	<ul style="list-style-type: none"> • <i>Students will be able to talk about their pets and compare with a friend.</i>
7.1.NL.IPERS.4	<ul style="list-style-type: none"> • <i>Students will be able to tell a classmate about how their pet feels.</i> • <i>Students will be able to learn adjectives in Spanish (bonito, grande,</i>

	<i>pequeño, suave) to describe how pets feel.</i>
7.1.NL.NL.PRSNT.2	<ul style="list-style-type: none"> • <i>Students will be able to ask and answer questions about pets and farm animals.</i>
7.1..NL.IPRET.3 7.1.NL.IPRET.2 7.1NL.IPRET.4	<ul style="list-style-type: none"> • <i>Students will be able to read and listen to information about pets and farm animals; read a picture-based story.</i> • <i>Students will be able to listen to and watch a video about animals.</i> • <i>Students will be able to identify and describe body parts.</i>
7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1NL.IPERS.3	<ul style="list-style-type: none"> • <i>Students will be able to describe how they care for their pet.</i> • <i>Students will be able to describe their ideal pet; its colors and body parts.</i> • <i>Students will be able to learn and use action words to say how animals move.</i>
7.1NL.PRSNT.1 7.1.NL.PRSNT.2	<ul style="list-style-type: none"> • <i>Students will be able to present and express their findings about pets from Spanish speaking countries as well as other countries and compare them with those of their own culture.</i>

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> • Listening activities • Listening/ written quiz “Los Animales” • Class participation/discussion • Teacher observation of pronunciation • Parts of Monster/Animal
Specific Assessments
<ul style="list-style-type: none"> • Oral: Students will engage in informal conversations with their classroom peers and teacher, in which they identify an animal they like or dislike. • Written: Students will identify their pets and describe them. • Class Participation: Students will engage in class discussions. • Digital: FlipGrid: https://flipgrid.com/ - Students will record themselves speaking in Spanish, https://quizizz.com/ - Students will complete online quizzes which assess a variety of Spanish topics. • Students will review main concepts and vocabulary from individual units with “Hola Mundo” • Summative: Teachers will assess students using a rubric for each individual assessment.
Core Instructional Materials
<ul style="list-style-type: none"> • Rockalingua.com Song and Vocabulary • Quizlet.com Vocabulary Flash Cards • ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook • Youtube video - Animals, Adjective that describe, body parts

- Games - Animals, Adjective that describe, body parts
- Listos! Level A, Student Edition, Textbook and Workbook

Mentor Texts

- The Colors of Us by Karen Katz

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions, check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures

- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids.

Interdisciplinary Connections

<i>Social Studies</i> 6.1.4.A.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
<i>Social Studies</i> 6.1.4.A.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
<i>Social Studies</i> 6.1.4.A.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
<i>Social Studies</i> 6.1.4.A.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<i>Math</i> 2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<i>Visual & Performing Arts-Art</i> 1.2.2.A.1	Students will be able to recognize that people from all over the world have created different genres and narratives in art throughout history.
<i>Visual &</i>	Students will be able to compare and contrast different art from various cultures and

<i>Performing Arts-Art</i> 1.2.2.A.2	time periods from around the world
---	------------------------------------

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
 - Being a good audience when others are presenting.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Unit 3: All About Me

Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on feelings, family members, colors, and the alphabet. Students learn about Earth Day, the human impact on the environment and how we can help by recycling, turning off lights, turning off water while brushing teeth, etc. In addition students explore what their own culture may have in common with the target language culture.

Interpretive Mode

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Standards (NJSLs) Addressed in this Unit

Interpretive Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on feelings, family members, colors, and the alphabet.

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s)
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on greetings and feelings, family members, colors, and the alphabet.

7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentational Mode	
Students use memorized vocabulary about greetings and feelings, family members, colors, numbers 20-40, and the alphabet.	
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1. NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Unit Specific Vocabulary	
<ul style="list-style-type: none"> ● Contento, triste, feliz, brabo, ira, estoy bien ● papá, mamá, hermano, hermana, niño, niña, bebe, prima, primo, tía, tío ● Azul, rojo, verde, amarillo, blanco, negro anaranjado, rosado, cafe ● Alphabet ● El clima 	

- El cambio climático – climate change
- La Tierra – Earth
- El planeta – planet
- La contaminación – pollution
- Malo para la Tierra, Bueno para la Tierra

Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1.NL.IPRET.1 7.1.NL.PRSNT.1 7.1.NL.IPERS.3	<ul style="list-style-type: none"> ● <i>Students will be able to understand the importance of expressing our feelings.</i> ● <i>Students will be able to ask and respond to the question “¿Como estas?” using answers “Estoy bien, mal, or asi asi”.</i>
7.1.NL.IPRET.1 7.1.NL.PRSNT.1	<ul style="list-style-type: none"> ● <i>Students will be able to name members of their family.</i> ● <i>Students will be able to introduce their family members to others.</i> ● <i>Students will be able to know the importance of extended family in Spanish-speaking countries.</i>
7.1.NL.IPERS.2	<ul style="list-style-type: none"> ● <i>Students will be able to say their family member’s relationship in Spanish.</i> ●
7.1.NL.IPRET.3 7.1.NL.IPERS.2 7.1.NL.PRSNT.3	<ul style="list-style-type: none"> ● <i>Students will be able to understand how greetings are used.</i> ● <i>Students will be able to recognize and pronounce greeting words orally and use greeting words in a conversation.</i>
7.1.NL.IPRET.1 7.1.NL.PRSNT.2 7.1.NI.PRSNT.3	<ul style="list-style-type: none"> ● <i>Students will be able to express their feelings using Spanish vocabulary.</i> ● <i>Students will be able to write the basic vocabulary for feeling.</i> ● <i>Students will present their feeling project.</i>
7.1.NL.IPERS.6 7.1.NL.IPRET.4 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5	<ul style="list-style-type: none"> ● <i>Students will be able to recognize the letters of the alphabet in Spanish.</i> ● <i>Students will be able to recognize and say the colors of the flags of Spanish speaking countries.</i> ● <i>Students will be able to discuss and create a presentation on human impact on the environment and how we can help; recycling, turning off lights, turn off water while brushing teeth,ext.- Earth Day</i> ● <i>Students will be able to share words and phrases in targeted language related to climate change in the targeted culture and in their own culture.</i>

Assessments

Possible Ongoing Assessments

- Listening activities
- Listening/ written quiz “Daily Greetings”
- Class participation/discussion
- Teacher observation of pronunciation

Specific Assessments

- **Oral:** Students will engage in informal conversations and games with their classroom peers and teacher, in which they apply greetings and human emotions. In addition they will practice the alphabet by reciting the Alphabet song.
- **Written:** Students will create simple conversations/interviews with cartoon drawings and fill in the blank exercises when presented with a scenario of an informal greeting with its appropriate feeling response as per interviewee.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.

Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Youtube video - Feelings /clips of The Emoji Movie in Spanish.
- Listos! Level A, Student Edition, Text book and Workbook

Mentor Texts

- One Family by George Shannon
- Pink is for Boys by Robb Pearlman
- Nuestra Tierra by Dona Herweck Rice

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)

- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP
- Greetings and feelings students will be given emoji balls with which they will be able to express their feelings at the beginning of the class

Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments

- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

Interdisciplinary Connections

<i>Social Studies</i> 6.1.4.A.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
<i>Social Studies</i> 6.1.4.A.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
<i>Social Studies</i> 6.1.4.A.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
<i>Social Studies</i> 6.1.4.A.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<i>Math</i> 2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<i>Visual & Performing Arts-Art</i> 1.2.2.A.1	Students will be able to recognize that people from all over the world have created different genres and narratives in art throughout history.
<i>Visual & Performing Arts-Art</i> 1.2.2.A.2	Students will be able to compare and contrast different art from various cultures and time periods from around the world

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and

	comparing it to the cultures of other individuals.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.

Career Ready Practices

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking

8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
 - Discussion of “Inside Out” movie trailer. Students create a book about what the feeling is like to them. This is all done in Spanish. (i.e. Esta es mi ira.)
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work. I.e.

pronunciation of words.

- Being a good audience when others are presenting.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rule