

Winslow Township School District
Lower Elementary Spanish Grade 2:

Overview: In second grade students continue with the Spanish alphabet and sounds. Emphasis is on speaking, and listening. Writing assignments focus on copying words and phrases with correct spelling, punctuation word order and capitalization. Students are introduced to the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: additional greetings and goodbyes, polite expressions, commands, classroom objects, items in the backpack, colors, animals, numbers, days, weather, seasons, and parts of the body, clothing, family members, personal adjectives, and food. Culture includes Picasso and Cubism, The Days of the Dead, Christmas in Mexico, St. Georges' Day, and Cinco de Mayo.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students.

Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 1:</p> <p>September- Preliminary Review</p> <p>Greetings and Goodbyes</p> <p>Spanish Names</p> <p>Alphabet Review</p> <p>Classroom Commands and Supplies</p> <p>Picasso Portraits</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will greet another student in culturally appropriate ways to exchange names, ask where each other live, say goodbye and nice to meet you. • Given the letters A - Z, students will pronounce the letter's names when given out of order. • Students will identify three Spanish sentences “Hola!, Me llamo ____.” with correct word order, spelling and punctuation. • Students will acquire an understanding of simple classroom commands which include taking out supplies, by responding correctly. • Students will identify “cubism” as an art form by viewing examples by Pablo Picasso and drawing a self-portrait using previously learned shapes vocabulary. 	<ul style="list-style-type: none"> • How are the sounds of the Spanish alphabet and words different and similar to English? • How does one greet someone, exchange names and say that it is nice to meet you? • Who is Pablo Picasso and what do his self-portraits look like?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in another language helps me build a better understanding my own. • The ability to communicate in culturally appropriate ways assist in being able to properly initiate an introduction in the target language. • Language connects people and learning another language will open the door to new traditions, art and celebrations. 		

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Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 1	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.5	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

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Unit 1 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

**Winslow Township School District
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Unit 1 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Group Dialogues • Students will present puppet shows in which the target questions are asked and answered. Differentiation: Students present a modified skit asking name and feelings.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Internet access for images of Frida Kahlo self-portraits and photographs • Authentic documents and material • Multimedia Resources • Vocabulary: ¿Ytú? Mal Así, así (Regular) ¿Hablas español? Sí, hablo español. ¡Hasta mañana! Mucho gusto. El gusto es mío. ¿Dónde vives? Vivo en _____. Classroom commands: Stand, sit, turn around, listen, look, quiet down, go there, get out your _____. 	<ul style="list-style-type: none"> • Students will play human bingo asking each other’s names, how they are feeling, where they live, if they speak Spanish and how the weather is today? • After singing the alphabet, students will play “Lo Tengo” and 25 square BRAVO with the letters, numbers 1-25, and the “Fly-Swatter” game to identify learned vocabulary. • When given the consonant sounds paired with a vowel, students will write the initial sound (consonant), c, s, z, g, and j excluded. • Students will practice classroom commands by playing charades, playing the ladder game using correct responses of team members to commands, and doing a skit in which the teacher plays a mixed-up student who does the opposite of what the "teacher" says to do and which supplies to take out. • Students learn about cubism while looking at a self-portrait of Pablo Picasso and then use that technique to create their own self-portrait. • Students will use plastic letters to arrange in alphabetical order and say, when possible, the Spanish names. Students may trace the letters in a shortened version of the writing.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 2:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. 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. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Modifications for At-Risk Students

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 will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 2:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 2 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Lower Elementary Spanish Grade 2:

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
 - RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 - SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- *Art:**
- 1.2.2.A.2** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

- *Social Studies:**
- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
 - 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
 - 6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
 - 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
 - 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
 - 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 2:</p> <p>October: Language: Alphabet A - Z and consonant vowels</p> <p>School supplies and Classroom objects</p> <p>Polite expressions</p> <p>Colors</p> <p>Hispanic Heritage Month/Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will sing, write and pronounce the letters A- Z with vowels and consonant blends • Students will identify objects in the classroom and school supplies and state preferences. • Students will identify colors and use them to describe objects in speech and writing. • Given a selection of target supplies, students will be able to say that they have an item or do not and ask if someone does. • Students will use polite expressions appropriately in social interactions. • After seeing an internet video or pictures of the event of Day of the Dead, students will be able to sequence the events of the holiday. 	<ul style="list-style-type: none"> • How does one ask for items they need in the classroom in Spanish? • How does one describe these and other objects in the classroom using colors in Spanish? • What are the Days of the Dead in Mexico? • What can we learn about Hispanic culture from the events, beliefs and activities of this holiday?
<p>Unit 2:: Enduring Understandings</p>		<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. • Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. • Language connects people and learning another language will open the door to a new traditions and celebrations. 	<ul style="list-style-type: none"> • How are Halloween and the Days of the Dead similar and different?

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	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
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	Assessment, Re-teach and Extension		2	

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Unit 2 Grade 2		
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Unit 2 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> •Formative testing for class participation in activities. •Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. •Benchmark- Speaking: Students answer 5 questions in an introductory conversation. •Writing: Students complete a descriptive paragraph substituting words for pictures using a word bank. •Reading: Students read a story about a girl and her pet and answer English questions in Spanish about it. •Listening: Students listen to selected vowels and consonants and write them. •Culture: Students answer English questions about cultural topics previously studied. •Speaking: Answer the questions: ¿Cómo te llamas? ¿Qué día es hoy? ¿Qué hay en tu mochila? and ¿De qué color es tu lápiz? •Warm-up Activities •Teacher Observation •Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will draw and label a classroom with 6 objects and their colors with utilization of a specific word bank. • Writing: Complete the statement: Me llamo _____. En mi mochila tengo/hay _____. Yo hablo _____. Yo estoy _____.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Internet access for Day of the Dead cultural topics and for pictures of the holiday. Handouts of backpacks, sugar skulls and skeletons. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: engrapadora, cinta, carpeta, No hay de que, merienda 	<ul style="list-style-type: none"> • Students will sing the alphabet song A - Z with TPRS. • Students will write combinations of consonants and vowels on white boards and practice reading them. • Given new and review classroom objects and supplies, students play “The Spinner Game” • Students sing two colors songs, "The Leaves of Fall" and "The Rainbow Song" • Given a list of objects which are generally the same color, students will write the color using that color crayon in Spanish from a word bank. • Students will each take out 4 supplies and hide them from view, taking turns asking each other which supplies they have and taking them if they have them. The first one to get all the partners supplies wins. • Given a situation in English, students will respond in Spanish with the correct polite expression to use. • After seeing a video on the Day of the Dead, students will make a chart comparing Halloween and the Days of the Dead with illustrations.

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- | | |
|--|--|
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- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.2:** Differentiate between financial wants and needs.
- 9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

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 - SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- *Social Studies:**
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 - 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
 - 6.1.2.GeoHE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
 - 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
 - 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 3:</p> <p>November- Animals Numbers 1-15 Days of the week Weather and seasons Review of Thanksgiving food words</p>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.IPERS.1 7.1.NM.PRSNT.6 WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will name rainforest animals frequently found in zoos in this country. ● Students will count up to 15 objects and do simple addition and subtraction with them. ● Students will say the seasons and one weather expression typical of each. ● Students will say and identify 3 animals in Latin America that are endangered. ● Students will identify, say and write 3 Thanksgiving food words in Spanish. 	<ul style="list-style-type: none"> ● Which animals which live in zoos are native to the rainforests? ● Which of these animals are endangered and why? ● Why is it important to know the weather? ● How can we count and use the numbers 1 - 15 in various social situations?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● The calendar week in Spanish and English have similarities and differences. ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. ● Weather and seasons are both alike and different in Spanish-speaking countries from our own. 		<ul style="list-style-type: none"> ● How is the Spanish calendar like and unlike ours? (Days of the Week) ● Which Thanksgiving foods are indigenous to the New World?

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 3	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 3 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 3 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of endangered animals paragraph, listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Summative evaluation of recognition of the days of the week. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Verbal response Q & A • Working in groups of 3, students will draw and label a zoo in which the animals are native to the rainforests. • Students are given a paper plate on which they draw and label in Spanish at least 3 of their favorite Thanksgiving Day foods.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Numbers 1-15, mono, rana, tucán, leon, jaguar, perezoso de tres dedos, tigre, elefante, gorilla, jirafa 	<ul style="list-style-type: none"> • Students play charades with the animals. • Students choose one of three endangered animals and write a paragraph in English about where it lives and why it is endangered using iPads or the computer lab. • Students count to 15 and put the written numbers in order. • Students play "Around the World" doing simple arithmetic with 1 -15 or saying which number comes before or after a given one. • Students match the weather and seasons and ask and tell their favorites. • Students make a weather forecast for the rainforest, the desert in Arizona and Alaska and present it to the class.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2:** Differentiate between financial wants and needs.
- 9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 2:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. 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. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Modifications for At-Risk Students

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 will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 2 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

***Math:**

- 2.OA.B.2.** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.OA.C.4.** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends

***Science:**

- 2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.
- K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.

***Social Studies:**

- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 4:</p> <p>December and January-</p> <p>Introduction of numbers to 31</p> <p>Christmas in Mexico</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will recognize the words for the months in Spanish and put them in order. ● Students will repeat, with correct pronunciation, the numbers 1 - 31 when reading a calendar in the target language. ● Students will be able to describe 2 Christmas cultural traditions which are unique to Mexico. 	<ul style="list-style-type: none"> ● How are the Christmas celebrations in Mexico different from those in Spain?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● The calendar in Spanish and English has similarities and differences. ● Language connects people and learning another language will open the door to a new culture, celebrations, and traditions. ● Language and culture are inextricably linked. 		

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 4	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 4 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 4 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities • Summative evaluation of numbers to 15 and definite articles with words ending in o and a. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Benchmark- Speaking Task: Answer four verbal questions about the day, date and weather. • Writing: Match a picture with a weather expression and write it. • Listening: Listen to a paragraph about the things a girl likes and does not like and answer 5 True/False questions about her preferences. • Culture: Answer multiple choice questions about the calendar and dates • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Calendar Creation
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Months and numbers up to 31 	<ul style="list-style-type: none"> • Students will sing the months song (Battle Hymn of the Republic tune) while marching around the room. • Given cards with the months on them, students will put them in order. • Students will play Hangman with the months and weather. • Students will create a calendar for December or January and use them to repeat the numbers 1 -31 and to note the dates of Christmas, Epiphany and New Year's Eve and Day. They will add appropriate birthdays. Students wrote the numbers on their calendars and practice saying them. They sing the days of the week while pointing to the words. • Students will watch a video of Christmas traditions in Mexico and discuss how they are similar and different from those in Spain and the United States.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2:** Differentiate between financial wants and needs.
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Winslow Township School District
Lower Elementary Spanish Grade 2:

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**Winslow Township School District
Lower Elementary Spanish Grade 2:**

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Winslow Township School District
Lower Elementary Spanish Grade 2:

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**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Interdisciplinary Connections

***ELA:**

- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

***Art:**

- 1.3.P.D.2** Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space..

***Social Studies:**

- 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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- 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
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Integration of Computer Science and Design Thinking NJSLS 8

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- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 5:</p> <p>February- Parts of the Body</p> <p>Interrogative Words</p> <p>Valentine's Day St. George's Day</p>	<p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify the parts of the body from "Head and Shoulders, Knees and Toes" as well as 10 additional parts ● Students will identify and use correctly in speech and writing the interrogative words. ● Students will compare and contrast Valentine's Day and St. George's Day and how the two holidays are similar and different in Spain 	<ul style="list-style-type: none"> ● What are the parts of the body in Spanish and why is it important to know how to say them? ● How is St. George's Day similar to and different than St. Valentine's Day?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate personal preferences and needs will enable me express how I feel in the target language. ● Culture and heritage are celebrated similarly in both the United States and Spanish-speaking countries. 		

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 5	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	12
	7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 5 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 5 Grade 2

Assessment Plan

- Formative testing for class participation in activities.
- Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues.
- Warm-up Activities
- Teacher Observation

Alternative Assessments:

- Web Quests
- Students perform skit in which one by one they go to the "Enfermera" at school for aches in various part of the body. In each case the nurse gives them an ice pack.
- Students draw a person or animal on a white board as described by the teacher which has unusual numbers of parts of the body.

Resources

- Think Spanish! an educational neurology based book for students scope and sequence.
- Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration,
- Authentic documents and material
- Multimedia Resources
- DVD and authentic video clips
- Internet Access for St. George's Day and Valentine's Day as celebrated in Spain.
- Vocabulary: cabeza, hombros, rodillas,
- dedos del pie, ojos, orejas, boca, nariz, piernas, brazos, manos, pies
- Valentines vocabulary: Cariño, amor, amistad, Feliz Día de San Valentín, besos, abrazos

Activities

- Students answer in Spanish questions beginning with, "What part of the body do you use to _____?"
- Students practice recognizing the question words when seen and heard the type of answer that is appropriate.
- Student play the dice game with six interrogatives. First person to get all correct wins. Differentiation: Students use dice to count numbers.
- Students write an answer in English to questions given in writing or verbally in Spanish.
- Students look up St. George's Day on the internet or listen to a description by the teacher. Students will make a venn diagram of similarities and difference.

Winslow Township School District
Lower Elementary Spanish Grade 2:

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2:** Differentiate between financial wants and needs.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. 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. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Modifications for At-Risk Students

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 will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 7-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Interdisciplinary Connections

***ELA:**

A.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

A.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A.L5. Demonstrate understanding of word relationships and nuances in word meanings.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

***Social Studies:**

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSL 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 6:</p> <p>March- Clothing Describing Clothing Numbers 1-20 Women’s History Month</p>	<p>7.1.NM.IPRET.5 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.IPERS.1 7.1.NM.PRSNT.3 WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will describe what how clothing changes for the seasons. ● Students will count 1-20 and apply their knowledge of numbers to do basic mathematics in the target language. ● Students will use adjectives to describe clothing they like and do not like. ● For “Women’s History Month,” students will look and listen to Alma Flor Ada’s book: Abeceloco. Students will say the letters out of order and apply a similar concept to create a book for numbers in the target language. 	<ul style="list-style-type: none"> ● What kinds of clothing do we wear depending on the weather? ● Why do different cultures have different clothing? ● How do I describe what I am wearing or want to buy? ● How do we describe weather?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe what I am wearing to others will increase my ability to convey my fashion preferences in the target language. ● Learning to effectively communicate personal preferences and wants in the target language will enable me to express what I like to wear. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Fashion and shopping in Spanish speaking countries and in the United States have similarities and differences. 		

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 6 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 6 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will complete the statements: “En _____ (season) yo llevo (I wear) _____.”, and “Cuando (weather expression) _____ yo llevo _____.” This activity will be both in written and spoken communication. • Students will communicate what they wear for each season and the weather that they have to wear it for.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Internet Access for passages of Abeceloco by Alma Flor Ada. • Vocabulary: El abrigo, la chaqueta, la bufanda, los guantes, los calcetines, las sandalias, las botas, el impermeable, el suéter, los colores, feo, fantástico, magnífico, estupendo. 	<ul style="list-style-type: none"> • Students will dress a cut out person based on the given season and weather situation while naming the clothing items they included. • Students will answer the question, "How many _____ are there in the classroom?" with answers from 1 -20. • Students will use the numbers 1 - 20 to make a counting book similar to Abeceloco by Alma Flor Ada for Women's History Month and to practice numbers. • Students will use white boards to illustrate their perception of clothing that is beautiful or ugly and describe it to the class using target clothing and adjective words.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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- 9.1.2.FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
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Lower Elementary Spanish Grade 2:**

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**Winslow Township School District
Lower Elementary Spanish Grade 2:**

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Winslow Township School District
Lower Elementary Spanish Grade 2:

English Language Learners	Modifications for Gifted Students
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**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- *Math:**
- 2.OA.B.2.** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
 - 2.OA.C.4.** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends
- *Science:**
- 2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.
 - K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.
- *Social Studies:**
- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
 - 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
 - 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
 - 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 7:</p> <p>April-</p> <p>Family Members</p> <p>Adjectives to describe people</p> <p>Telling age to 20</p> <p>Earth Day</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will use target family member words when describing a family. ● Students will describe family members' appearance and personality in a pretend family. ● Students will demonstrate tell which family members are under the age of 21 their family and a pretend family. ● Students will pronounce and recognize words for item we recycle. 	<ul style="list-style-type: none"> ● How do people differ in appearance and personality? ● Who are the young (under 15 years) people in our families? ● How can we recycle, reuse and reduce?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Learning to effectively communicate in the target language about others and myself connects me to new friends in my age group. ● Earth Day in Spanish speaking countries and in the United States have similarities and differences in the way in which it is celebrated. ● Family dynamics can be dependent upon culture and differ from our family structures in the United States. ● Different countries have different methods of recycling. 		

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 7	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 7 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 7 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students use white board to draw a family having the characteristics and wearing the clothing described by the teacher. • Students will choose any kind of 5 member family of people, animal or cartoon characters and draw each one with unique characteristics and their family to the class by reading their description. • Students are to draw a recycling bin and items going into it that we should recycle. Students will label the pictures and write "Sálve la Tierra."
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: Recall of prior family vocabulary plus sobrino(a), bisabuelo(a), bebé, alto, corto • Games for family members and personal adjectives: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Students will draw and label a pretend family of their choosing and write 3 sentences describing it beginning with, "In my family there are..." and describing two people. • Students divide into two teams. Given English clues such as, "I am the mother of your cousin." students will say who the person is in Spanish. • Using white boards, student will draw family members described by the teacher using opposites for appearance and personality traits. • Given a description of a family member and an age, students will give a possible family member. This can also be done as a true/false activity.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

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The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

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Winslow Township School District
Lower Elementary Spanish Grade 2:

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Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. 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. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Modifications for At-Risk Students

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 will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 2 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Interdisciplinary Connections

- *ELA:**
- A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - A.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- *Math:**
- 2.OA.B.2.** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
 - 2.OA.C.4.** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends
- *Science:**
- 2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.
 - K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.
 - K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- *Social Studies:**
- 6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
 - 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
 - 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
 - 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSL8 Standards NJSL8

- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 8:</p> <p>May and June:</p> <p>Food</p> <p>Review of previously taught vocabulary</p> <p>Cinco de Mayo</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify target foods when shown a visual. ● Students will choose the correct visual when given the Spanish for a fast food. ● Students will label in Spanish fast foods using a word bank. ● Students will utilize the target language to order 3 fast foods in Spanish in a skit. ● Students will recognize the importance of Cinco de Mayo through participating in a discussion. 	<ul style="list-style-type: none"> ● How do I order fast food in Spanish? ● Why is Cinco de Mayo important?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture heavily influences mealtime in Spanish speaking countries in comparison to our own. ● Food and beverages are like learning a language and have the ability to connect each other throughout various cultures. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Cultural celebrations in Spanish speaking countries and in the United States have similarities and differences. 		

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Curriculum Grade 2 Unit 8	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 8 Grade 2		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 2:**

Unit 8 Grade 2	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Benchmark assessment: <ul style="list-style-type: none"> *Speaking: Questions and answers on family, clothing and age *Writing: Describe an outfit using a word bank with four sentences. *Listening: Listen to five numbers from 1 - 20 and write them. *Culture: Make a menu from a fast-food restaurant that includes 4 foods and a drink 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will choose a mealtime, draw a healthy plate of food, identify the item and its color in the target language. • Students create and perform a skit in which they use learned vocabulary to pretend to order and express preferences about foods in the target language. • Students will make a 5 day school lunch menu of target foods and present it to the class in Spanish.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: hamburguesa con queso, papas fritas, pollo frito, sándwich de pollo, sándwich de pescado, pizza, taco, refresco, ensalada • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Students will play matamoscas and select the correct spoken food word. • Students will play the spinner game and identify in Spanish a fast-food picture. • Students will draw on a paper plate their 3 favorite fast foods and label them using a word bank. • Students will perform a skit in which they order 2 foods and a drink from a fast-food restaurant in which the teacher is the server using Me gustaría and gracias. • Students will listen to the story of Cinco de mayo and color France on a world map, and draw a possible route the French took to reach Pueblo Mexico.

**Winslow Township School District
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- | | |
|--|--|
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- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
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***Health:**

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Integration of Computer Science and Design Thinking NJSLS 8

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