

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 1	Pacing: 10 weeks
Unit Title: Hola Escuela!			

OVERVIEW OF UNIT:

Students will refresh their Spanish in this first unit of their second year of Spanish study by reviewing greetings, leave-takings, and pleasantries. They will learn about what makes them unique as people and students. A positive classroom environment will be established, with explicit teaching about how we learn languages best.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Talking to each other and sharing our feelings promotes friendships. ● Humans come in all shapes and sizes, and possess different skills and abilities. ● Different situations in life cause our feelings to change. It is normal to feel happy, sad, tired, excited, or angry. ● Communicating in another language is important because we live in a global community and are citizens of the world! ● We learn languages best in a positive environment and support and encourage one another. 	<ul style="list-style-type: none"> ● How does language play a role in friendship? ● What makes us unique? ● How do we learn languages?

Objectives
<ul style="list-style-type: none"> ● Students will be able to demonstrate how language plays a role in friendships. ● Students will be able to describe what makes each of us unique. ● Students will be able to explain how we learn languages.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

-

Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom

- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks and the Internet sources to research the role languages play in friendships.

Standard	Standard Description
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

Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks and the Internet sources to research the role languages play in friendships and create a presentation showing the information they located.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks and the Internet sources to research the role languages play in friendships and create a presentation showing the information they located.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

Careers

Activities:

- Students will utilize Chromebooks and the Internet sources to research the role languages play in friendships and create a presentation showing the information they located.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 2	Pacing: 10 weeks
Unit Title: Mi familia y yo			

OVERVIEW OF UNIT:

This unit provides students an opportunity to describe themselves and their families, including names and likes/dislikes. They will share personal information with their classmates while recognizing and responding to new vocabulary words and expressions. They will investigate different winter celebrations around the Spanish world and contrast and compare them with their own.

Unit References

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Everyone's family is different. • Families celebrate different holidays depending on their culture. • Celebrations and traditions are an important part of culture. 	<ul style="list-style-type: none"> • How can I talk about family in Spanish? • Why are there so many different types of families? • What holidays do families celebrate and how do they contrast with my own?

Objectives

- Students will be able to describe their families using Spanish vocabulary.
- Students will be able to explain why there are different types of families.
- Students will be able to identify what holidays other families celebrate and how they are similar and different from their own.

Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● online quizzes & tests ● projects 	<p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Pre-Test <p>Alternative:</p> <ul style="list-style-type: none"> ● performance tasks ● projects

Key Vocabulary
<ul style="list-style-type: none"> ●

Resources & Materials
<ul style="list-style-type: none"> ● “Hola” textbook ● “Viva el Espanol” – systems A,B ● “Hola” workbooks ● Authentic Spanish Literature ● Videos – Latin American culture/geography/vocabulary ● Teacher’s Discovery – vocabulary set ● Scholastic News Magazine & Online Sources ● SMARTBoard ● Teacher-made resources

Technology Infusion
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook ● Google Classroom ● SmartBoard <p>Student Technology:</p>

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks and Internet resources to research various holidays celebrated in different cultures and create a presentation showing the similarities and differences in different cultures.

Standard	Standard Description
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

Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks and Internet resources to research various holidays celebrated in different cultures and create a presentation showing the similarities and differences in different cultures.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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Standard	Standard Description
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W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
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21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks and Internet resources to research various holidays celebrated in different cultures and create a presentation showing the similarities and differences in different cultures.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

Careers

Activities:

- Students will utilize Chromebooks and Internet resources to research various holidays celebrated in different cultures and create a presentation showing the similarities and differences in different cultures.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
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7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 3	Pacing: 10 weeks
Unit Title: Mi Comunidad y Mi Escuela			

OVERVIEW OF UNIT:

Our school is a part of our community, and it is a great place! Schools around the world are different than ours in many ways, yet still have some things in common. This unit focuses on vocabulary of school and local nature.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● A community is a group of people that live or work together. ● Our school is a community and it is our responsibility to make it a great place! ● Many places in our school have names that are English-Spanish cognates. ● Many signs you encounter in life will be in different languages and it is important to understand them. 	<ul style="list-style-type: none"> ● How can I get around a building with signs in another language? ● What are schools like in other countries? ● How can I talk about my school in Spanish?

Objectives
<ul style="list-style-type: none"> ● Students will be able to interpret signs written in other languages and use them to find different locations in the school. ● Students will be able to describe what it is like to attend school in other countries. ● Students will be able to describe their school using Spanish vocabulary.

Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● online quizzes & tests ● projects 	<p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Pre-Test <p>Alternative:</p> <ul style="list-style-type: none"> ● performance tasks ● projects

Key Vocabulary
<ul style="list-style-type: none"> ●

Resources & Materials
<ul style="list-style-type: none"> ● “Hola” textbook ● “Viva el Espanol” – systems A,B ● “Hola” workbooks ● Authentic Spanish Literature ● Videos – Latin American culture/geography/vocabulary ● Teacher’s Discovery – vocabulary set ● Scholastic News Magazine & Online Sources ● SMARTBoard ● Teacher-made resources

Technology Infusion
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook ● Google Classroom ● SmartBoard <p>Student Technology:</p>

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks and Internet resources to research schools in other countries and present the information to their classmates.

Standard	Standard Description
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

Interdisciplinary Integration**Activities:**

- Students will utilize Chromebooks and Internet resources to research schools in other countries and present the information to their classmates.

Resources:

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- STEM Works - <http://stem-works.com/activities>
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Standard	Standard Description
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W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
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21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks and Internet resources to research schools in other countries and present the information to their classmates.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

Careers

Activities:

- Students will utilize Chromebooks and Internet resources to research schools in other countries and present the information to their classmates.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 4	Pacing: 10 weeks
Unit Title: ¡Vamos a América del Sur!			

OVERVIEW OF UNIT:

Students will explore the geography of South America, and learn about some of the rich and diverse cultures that can be found there. Vocabulary of numbers, colors, and animals will be reviewed and learned. Additionally, a collaborative art project will be made and described in Spanish.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● People in other countries use different money, flags and play different games. ● Most Spanish-speaking countries are located in Central and South America. ● Artwork can tell a story. 	<ul style="list-style-type: none"> ● Why is it important to learn a language? ● Why are people different in the world? ● What is South America?

Objectives
<ul style="list-style-type: none"> ● Students will be able to explain the differences in cultures between countries. ● Students will be able to identify South America on a map. ● Students will be able to demonstrate an understanding of the different cultures through artwork.

Assessment		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Formative Assessment:</td> <td style="width: 50%;">Benchmark:</td> </tr> </table>	Formative Assessment:	Benchmark:
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<ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● online quizzes & tests ● projects 	<ul style="list-style-type: none"> ● Unit Pre-Test <p>Alternative:</p> <ul style="list-style-type: none"> ● performance tasks ● projects
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Key Vocabulary
<ul style="list-style-type: none"> ●

Resources & Materials
<ul style="list-style-type: none"> ● “Hola” textbook ● “Viva el Espanol” – systems A,B ● “Hola” workbooks ● Authentic Spanish Literature ● Videos – Latin American culture/geography/vocabulary ● Teacher’s Discovery – vocabulary set ● Scholastic News Magazine & Online Sources ● SMARTBoard ● Teacher-made resources

Technology Infusion
<p>Teacher Technology:</p> <ul style="list-style-type: none"> ● Chromebook ● Google Classroom ● SmartBoard <p>Student Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Chromebooks

- Internet Sources

Activities:

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create an art project depicting the culture for that country.

Standard	Standard Description
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

Interdisciplinary Integration**Activities:**

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create an art project depicting the culture for that country.

Resources:

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Standard	Standard Description
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create an art project depicting the culture for that country.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

Careers

Activities:

- Students will utilize Chromebooks and Internet resources to research different Spanish speaking countries and create an art project depicting the culture for that country.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 5	Pacing: Integrated Throughout
Unit Title: Numeros y Calendarios			

OVERVIEW OF UNIT:

Using information from a calendar is important and will be ongoing throughout the year. It enables students to gather information about days, weeks, months, seasons, and numbers. Learners become familiar with times of day and daily routines. Hispanic holidays are introduced with explanations of why, how, and when they are celebrated.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Language is an essential part of reading and using a calendar. ● Calendars are important tools that we use to keep track of time, dates, and events. ● Many holidays celebrate the anniversaries of great events, but these differ in various countries. Customs are celebrated with diverse festivities. 	<ul style="list-style-type: none"> ● Can you read a calendar without language? ● How do people in other countries celebrate holidays?

Objectives
<ul style="list-style-type: none"> ● Students will be able to read and use a calendar in Spanish. ● Students will be able to identify ways in which people in other countries celebrate holidays.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

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Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

Interdisciplinary Integration

Activities:

- Students will write and illustrate ways in which people in other countries celebrate holidays.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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21st Century Life Skills Standards

Activities:

- Students will write and illustrate ways in which people in other countries celebrate holidays.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

Careers

Activities:

- Students will write and illustrate ways in which people in other countries celebrate holidays.

CRP #	Practice
6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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Differentiation			
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