

**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

Students will refresh their Spanish in this first unit of their 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.

Big Ideas

- Talking to each other and sharing our feelings promote 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 help and encourage one another.

Essential Questions

- How does language play a role in life?
- How do I learn a language?
- How does being polite affect day-to-day living?

Objectives

- Students will be able to describe how language plays a role in our lives.
- Students will be able to apply strategies to help them learn a language.
- Students will be able to demonstrate how manners affect day-to-day living.

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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|---|
| <ul style="list-style-type: none"> • <i>me llamo</i> — my name is • <i>mi nombre es</i> — my name is • <i>soy...</i> — i'm... • <i>¿cómo te llamas?</i> — what is your name? • <i>(yo) soy de...</i> — i am from... • <i>¿cómo está usted?</i> — how are you? (formal) • <i>¿cómo estás?</i> — how are you? (informal) • <i>¿qué tal?</i> — how are you? (informal) / what's up? • <i>¿y tú?</i> — and you? • <i>muy bien</i> — very well • <i>así, así</i> — so, so • <i>mal</i> — bad • <i>como siempre</i> — as always • <i>hola</i> — hello • <i>buenos días</i> — good morning • <i>buenas tardes</i> — good afternoon • <i>buenas noches</i> — good evening / good night • <i>adiós</i> — goodbye |
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Resources & Materials

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|---|
| <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 • Promethean Board • Teacher-made resources |
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Technology Infusion

Teacher Technology:

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|--|
| <ul style="list-style-type: none"> • Chromebook • Google Classroom • Promethean Board |
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Student Technology:

- | |
|---|
| <ul style="list-style-type: none"> • Google Classroom • Chromebooks • Internet Sources |
|---|

- Google Apps for Education

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:

- The students will create a drawing with a short writing piece to describe their school and community.

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 Educator 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
NJSLS-ELA W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Life Skills Standards

Activities:

- Students will role-play scenarios to practice ways in which to show politeness during conversations.

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

Careers

Activities:

- Students will role-play scenarios to practice ways in which to show politeness during conversations.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions

	to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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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.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
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 2	Pacing: 10 weeks
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Unit Title: Fiestas y Familias

OVERVIEW OF UNIT:

This unit spirals back to the topic of family and fall and winter holidays. Students will learn to describe their families in more depth than previously. They will touch upon Thanksgiving traditions in the US and learn why other countries do not celebrate. They will discuss all the things we have that we are thankful for. Winter celebrations.

Big Ideas

- Families are different throughout the classroom and the world.
- We enjoy many comforts that we are thankful for.
- Families have different celebrations in different parts of the world.

Essential Questions

- How are families different throughout the classroom and the world?
- How do families celebrate different holidays and important dates in other parts of the world?
- How can we be thankful for the different things in our culture that we enjoy?

Objectives

- Students will be able to identify ways in which families are different throughout the classroom and the world.
- Students will identify reasons to be thankful for different items.
- Students will describe the differences between celebrations held in different parts of the world.

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

- Yo — I

- *tú (informal)* — you
- *usted (formal)* — you
- *él* — he
- *ella* — she
- *nosotros/nosotras* — we
- *ustedes* — you all
- *ellos* — they
- *ellas(females)* — they
- *¡feliz cumpleaños!* — happy birthday!
- *¡felicitaciones!* — congratulations!
- *¡diviértete!* — have fun!
- *¡buen provecho!* — bon appetit!
- *¡bienvenidos! / ¡bienvenidas!* — welcome!
- *salud!* — cheers!
- *el padre* — father
- *el papá* — dad
- *la madre* — mother
- *la mamá* — mom
- *el hermano* — brother
- *la hermana* — sister
- *el hijo* — son
- *la hija* — daughter
- *el abuelo* — grandfather
- *la abuela* — grandmother
- *el tío* — uncle
- *la tía* — aunt
- *el primo* — cousin (male)
- *la prima* — cousin (female)

Resources & Materials

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

Technology Infusion

Teacher Technology:

- Chromebook

- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

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:

- The students will create a short writing piece describing a celebration from a different culture.

Resources:

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Standard	Standard Description
NJSLS-ELA W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Life Skills Standards

Activities:

- The students will create a short writing piece describing a celebration from a different culture.

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

Careers	
Activities: The students will create a short writing piece describing a celebration from a different culture.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
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7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

Differentiation
Students with 504 plans
- Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers - Redirect attention - Prioritize tasks - Small group testing

- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
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- Increase one-to-one time
- Prioritize tasks
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English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
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Enrichment

- 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
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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

Students will begin to explore their community and the target language vocabulary to describe it. They will be exposed to other communities around the world and begin to compare and contrast their own.

Big Ideas

- A community is a group of people living or working in the same area.
- A class is a community.
- Many words for community places are English/Spanish cognates.

Essential Questions

- What makes a community?
- How can I talk about my community in Spanish?
- Is my community similar to or different from other communities around the world?

Objectives

- Students will be able to identify what makes up a community.
- Students will be able to describe their community in Spanish.
- Students will be able to compare and contrast their community to other communities around the world.

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

- *estar* — to be
- *colocar* — to place
- *ubicar* — to position

- *poner* — to put
- *situar* — to place
- *aquí, acá* — here
- *ahí* — there
- *allí* — there
- *allá* — over there
- *el este* — east
- *el norte* — north
- *el oeste* — west
- *el sur* — south
- *la escuela* — school
- *el colegio* — school
- *el gimnasio* — gym
- *el patio* — playground
- *el baño* — restroom
- *el pasillo* — hallway
- *la biblioteca* — library
- *la oficina* — office
- *la sala de profesores* — staff room
- *el comedor* — cafeteria
- *la cocina* — kitchen
- *la casa* — house, home
- *el hogar* — home
- *la habitación* — bedroom
- *el cuarto* — bedroom
- *el dormitorio* — bedroom

Resources & Materials

- “Hola” textbook
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- Videos – Latin American culture/geography/vocabulary
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom

- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

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 compare and contrast their community with communities around the world.

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Standard	Standard Description
NJSLS-ELA W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Life Skills Standards

Activities:

- Students will compare and contrast their community with communities around the world.

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

Careers	
Activities: Students will compare and contrast their community with communities around the world.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
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Students with 504 plans
- Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers

- Redirect attention
- Prioritize tasks
- Small group testing
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Special Education

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- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 2nd	Unit #: 4	Pacing: 10 weeks
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Unit Title: Animales Aquí y Allá

OVERVIEW OF UNIT:

Animals are different across the globe. Students will learn the vocabulary to describe animals here in NJ, and then contrast them with the types of animals that live in Latin America. Special focus will be given to the Amazon rainforest and communities, and the endangered animals that live there.

Big Ideas

- Many animal words in Spanish are cognates.
- Different types of animals live in different parts of the world.
- Some animals are common, while some are rare.
- We need to protect the environment for animals and people.

Essential Questions

- How can I talk about animals in Spanish?
- How are animals different on different continents?
- Which animals are my neighbors?
- What does it mean for an animal to be endangered?

Objectives

- Students will be able to describe animals using Spanish vocabulary.
- Students will be able to compare and contrast animals on different continents.
- Students will be able to identify animals that live in their community.
- Students will identify what it means for an animal to be endangered.

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

- *el gato* — cat
- *el perro* — dog
- *el conejo* — rabbit
- *el pollo* — chicken
- *la gallina* — hen
- *el gallo* — rooster
- *la vaca* — cow
- *el toro* — bull
- *la oveja* — sheep
- *el caballo* — horse
- *el cerdo* — pig
- *la cabra* — goat
- *el burro* — donkey
- *el ratón* — mouse
- *el ciervo* — deer
- *el mapache* — raccoon
- *la ardilla* — squirrel
- *el búho* — owl
- *el zorro* — fox
- *el lobo* — wolf
- *el oso* — bear
- *el cangrejo* — crab
- *la medusa* — jellyfish
- *el delfín* — dolphin
- *la ballena* — whale
- *el tiburón* — shark
- *la foca* — seal
- *el lobo marino* — sea lion
- *la morsa* — walrus
- *el pingüino* — penguin

Resources & Materials

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- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
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- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

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 drawings about animals from different continents.

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>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator 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
NJSLS-ELA W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Life Skills Standards**Activities:**

- Students will write and illustrate drawings about animals from different continents.

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

Careers	
Activities: Students will write and illustrate drawings about animals from different continents.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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.
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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • 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/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a 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
Enrichment
• 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, and groups should be varied

**Califon Public School
Curriculum**



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

Big Ideas

- 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.

Essential Questions

- Can you read a calendar without language?
- How do people in other countries celebrate holidays?

Objectives

- 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

- *cero* — zero
- *uno* — one
- *dos* — two

- *tres* — three
- *cuatro* — four
- *cinco* — five
- *seis* — six
- *siete* — seven
- *ocho* — eight
- *nueve* — nine
- *diez* — ten
- *Enero* — January
- *Febrero* — February
- *Marzo* — March
- *Abril* — April
- *Mayo* — May
- *Junio* — June
- *Julio* — July
- *Agosto* — August
- *Septiembre* — September
- *Octubre* — October
- *Noviembre* — November
- *Diciembre* — December
- *Domingo* — Sunday
- *Lunes* — Monday
- *Martes* — Tuesday
- *Miércoles* — Wednesday
- *Jueves* — Thursday
- *Viernes* — Friday
- *Sabado* — Saturday

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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom

- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

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 Educator 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
NJSLS-ELA W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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.

Differentiation
Students with 504 plans
- Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers - Redirect attention - Prioritize tasks - Small group testing

- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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
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