



Toms River Regional School District

World Language Department

**Spanish 2 Curriculum
Grades 9-12**



Content Area: World Language

Course Title: Spanish 2

Grade Level: 9-12

Units	Pacing Guide
Unit Plan 1 Mi día escolar	Marking Period 1 - 10 weeks
Unit Plan 2 En la comunidad	Marking Period 2 - 10 weeks
Unit Plan 3 Celebraciones en mi niñez	Marking Period 3 - 10 weeks
Unit Plan 4 Nuestro mundo, nuestro hogar	Marking Period 4 - 10 weeks

Date Created: July 2018

Board Approved on:



Unit 1 Overview

Content Area: World Language

Unit Title: Mi día escolar

Target Course/Grade Level: Spanish 2 Grades 9-12

Unit Summary: This unit will develop language and content about greetings and school life, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. Students will describe themselves and things that they enjoy, talk about their school day, and compare and contrast schools in the United States with those in Spain and Latin America. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

1. Arts
 - a. Dance - Merengue, Tango, Salsa, Cumbia, Flamenco
 - b. Visual Arts - Diego Rivera, Jose Marti
2. Mathematics
 - a. Cardinal and ordinal numbers
 - b. Time sequence
3. Music
 - a. Cultural music
 - b. Learning through song
4. Science
 - a. Weather review
 - b. Climate
5. Social Studies
 - a. Geography of Spain and Latin America
 - b. Hispanic Heritage Month
6. Health/P.E.
 - a. Extra curricular activities

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.



Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Novice Mid - Students communicate using memorized words and phrases to talk about familiar topics.

Interpretative Cultural Mode:

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.
- Healthy eating habits and fitness practices may vary across cultures.
- Many products and practices related to home and community are shared across cultures; others are culture-specific.
- What is perceived as "basic needs" varies among and within cultures.
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

Interpersonal Linguistic Mode:

- Respond to learned questions
- Ask memorized questions
- State needs and preferences

Presentational Linguistic Mode:

- Make lists
- State needs and preferences
- Describe people, places, and things



Number	Common Core Standard
7.1 A	Strand A - Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1 B	Strand B Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).



Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> • How do our social interactions differ throughout the world? • How would I describe myself to others? • How do student schedules and classes in the United States compared to those in Spanish-speaking countries? • How do my class activities vary from others who take similar classes? • How does our extra curricular activities compare with those offered in other places and countries? • How does your daily routine compare with that of others? 	<ul style="list-style-type: none"> • Introducing yourself to people in Spanish-speaking countries and recognizing cultural differences amongst others allows us to make global connections. • Learning how to talk about what we like to do in our free time and how to describe ourselves to others • Comparing and contrasting school schedules and classrooms in the United States and those in Spanish-speaking countries • Comparing and contrasting daily routines with other students and those around the world • Understanding how free time spent with friends and family is similar to and different from our counterparts in the Spanish-speaking world allow us to connect and relate to others.

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Relevant greetings and leave taking from the target language in a variety of scenarios	<ul style="list-style-type: none"> • Greet and introduce themselves to others
B. Likes and dislikes in school activities	<ul style="list-style-type: none"> • Talk about what is done in classes • Talk about what is needed for school • Ask others what they like to do in specific classes • Understand cultural perspectives on favorite activities during and outside of school
C. What you do after school	<ul style="list-style-type: none"> • Talk about extracurricular activities, clubs and sports • Talk about how often you do things
D. School rules and activities	<ul style="list-style-type: none"> • Talk about school schedules and subjects • Listen and read about school rules • Talk about types of activities that are done in classes • Ask and tell who is doing an action • Compare your school with that of a student in a Spanish-speaking country • Cultural perspectives of schools and their policies
E. How you prepare for your day	<ul style="list-style-type: none"> • Listen and read about daily routines • Talk and write about daily activities • Exchange information about a typical morning



Materials/Resources

Guided by Realidades 2
Supplementals of Paso A Paso

Grammar Topics:

- Tener + **que**
- Ser vs Estar
- Adjective agreement
- Subject pronouns
- Interrogatives
- Stem changing verbs
- Simple future
- Comparisons: Tan vs Tanto
- Saber/Conocer
- Hace que (time expressions)
- Reflexive verbs
- Possessive Adjectives

Suggested Review Topics:

- Calendar/Time
- Likes and Dislikes
- Sports
- Parts of the Body
- Classes and Classroom Objects

Essential Terminology:

What you do in class: aprender de memoria, contestar, dar un discurso, discutir, explicar, hacer una pregunta, el informe, el laboratorio, la palabra, pedir ayuda ,el proyecto, sacar una buena nota

Classroom rules: a tiempo entregar, llegar, tarde, prestar atención ,la regla ,respetar, se prohíbe, hay que

School Objects: el armario, el asiento, el carnet de identidad, la cinta adhesiva ,la grapadora, los materiales, las tijeras

Other useful words: conocer, saber, lo que ,sobre, alguien, algún, alguna, algunos, -as nadie ningún, ninguno, -a, almorzar, empezar, entender, repetir

Extracurricular Activities: las actividades extracurriculares, el ajedrez, el club, pl. los clubes, el club atlético, el equipo, la fotografía, el/lal fotógrafo, los jóvenes, el miembro, ser miembro ,el pasatiempo, la práctica, la reunión, pl. las reuniones

Athletic Activities: el animador, la animadora, las artes marciales, hacer gimnasia ,el hockey, jugar a los bolos, la natación



Music and Drama: la banda, el bailarín, la bailarina la canción, el (la) cantante ,el coro, ensayar, el ensayo, el músico, la música, la orquesta, la voz

Actions with Activities: asistir a ,ganar ,grabar, participar (en), tomar lecciones, volver (o → ue)

Describe Internet Activities: crear una página Web ,estar en línea, hacer una búsqueda, navegar en la Red, visitar salones de chat, entre, el interés

Other useful words: la oportunidad, pl. las oportunidades, ¿Cuánto tiempo hace que ?, Hace + time + que, tan + adj. + como tantos(as) + noun + como

Getting ready: acostarse (o → ue), afeitarse, arreglarse (el pelo), bañarse, cepillarse (los dientes), cortarse el pelo, despertarse (e → ie) , ducharse ,levantarse, lavarse (la cara), pedir prestado, -a (a) pintarse (las uñas), ponerse ,prepararse, secarse, vestirse (e → i);

Things you need to get ready: el agua de colonia, el cepillo, el cinturón, pl. los cinturones, el desodorante, la ducha ,el gel, las joyas (de oro, de plata) los labios, el maquillaje, el peine, el pelo, el salón de belleza, el secador ,la toalla ,las uñas

Other useful words and expressions: antes de, cómodo, -a depende, lentamente, luego, por ejemplo, rápidamente, te ves (bien), reflexive verbs and pronouns, antes de + infinitive, después de + infinitive

Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Benchmarks
- Portfolio Assessment

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model



- KWL Chart
- Self Evaluation

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening comprehension activities



Unit 2 Overview

Content Area: World Language

Unit Title: En la comunidad

Target Course/Grade Level: Spanish 2 Grades 9-12

Unit Summary: This unit will develop language skills around the topic of clothing, how it is made, and the materials that are used in different parts of the world. Students will engage in discussions about how to fully describe clothing and sizing when shopping, and will be able to effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. Students will be able to give and follow oral directions and make cultural connections through researching and learning about shopping in Spanish-speaking countries of the world. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

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 - a. Visual Arts - La infanta Margarita
2. Mathematics
 - a. Cardinal and ordinal numbers
 - b. Clothing size conversion
 - c. Monetary conversion
3. Music
 - a. Cultural music
 - b. Learning through song
4. Science
 - a. Making of textiles
 - b. pharmaceuticals
5. Social Studies
 - a. History of textiles
 - b. travel and locations
6. Health/P.E.
 - a. Driving requirements
 - b. Signs and walking/driving



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Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> • How do I use another language to communicate with others about shopping? • What can I learn about my own language and culture from the world markets and shopping trends? • Why is it important to give directions? • How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages? • How can exploring the community help me better understand the world? 	<ul style="list-style-type: none"> • Identifying shopping trends in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. • Learning a different language enables us to be more tolerant of other cultures and how they communicate advice. • People around the world shop and purchase items in different ways. • Communicating in more than one language unites our communities and enables us to become global citizens.

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Types of clothing and where to buy clothing	<ul style="list-style-type: none"> • Read, listen and talk about clothing in details • Talk and write about shopping • Talk about what they are wearing • Compare shopping in Spain and the United States
B. Running Errands in the community	<ul style="list-style-type: none"> • Where to go to buy things • Where to go to run errands
C. Shopping	<ul style="list-style-type: none"> • Listen and read about where people went, what they did and what they received • Talk about past obligations
D. Culture	<ul style="list-style-type: none"> • Understand the popularity of open air markets • Compare and contrast famous shopping areas in the United State and Spanish speaking countries • Compare driving requirements in different countries
E. Advice and directions	<ul style="list-style-type: none"> • Listen and read about driving advice • Talk and write about giving directions

Materials/Resources
Guided by Realidades 2, Supplementals through external sources



Grammar Topics:

- Demonstrative adjectives
- Using adjectives as nouns
- Tener + que
- Direct object pronouns
- Tu affirmative commands
- Prepositions of location
- Commands
- Preterite tense
- Imperfect (introduce)

Suggested Review Topics:

- Chores
- Places around town
- Basic directions
- Methods of travel
- Clothing
- Colors

Essential Terminology:

¿Qué ropa compraste?

To talk about shopping:

La Entrada, la ganga, el letrero, la liquidación, el mercado, la salida

To talk about colors:

Oscuro, claro, vivo, pastel, de solo un color

To describe what clothing is made out of:

¿De qué está hecho?, ¿De qué es?, Está hecho de, Es de..., algodón, sintético, cuero, lana, lona, seda, nilón

To discuss purchases:

Precio, alto, bajo, la caja, el cajero/a, el cheque (personal o viajero), el cupón de regalo, en efectivo, gastar, la tarjeta de crédito

To describe clothing:

Apretado, flojo, liso, sencillo, elegante, exagerado, el estilo, está de moda, la maricao, el número, el tamaño, la talla, probarse, la manga, el botón, el bolsillo

Other useful words and expressions:

Anunciar, encontrar, escoger, en realidad, me / te importa, me parece, ¿qué te parece?

Grammar: Preterite of regular verbs, demonstrative adjectives

Tú y tu comunidad

To talk about places in a community:

El banco, el centro, el consultorio, la estación de servicio, la farmacia, el supermercado

**To talk about mail:**

El buzón, la carta, echar una carta el correo, enviar, el sello, la tarjeta

To talk about items in a sporting goods store:

El equipo deportivo, el palo de golf, los patines, la pelota, la raqueta (de tenis)

To talk about pharmacy products:

El cepillo de dientes, el champú, el jabón, la pasta dental

To talk about errands:

Cerrar, cobrar un cheque, cuidar a, el/la dentista, devolver (un libro), la gasolina, ir a pie, llenar (el tanque), el médico, sacar (un libro), se abre, se cierra

Other useful words:

Se me olvidó, casi, como no, carumba, hasta, por, pronto, quedarse, todavía, varios

Grammar: Irregular preterite tense, Ir, tener, estar, poder

¿Cómo se va?**To talk about driving:**

La avenida, el camión, la carretera, el conductor, el cruce de calles, la cuadra, la esquina, la estatua, la fuente, el peatón, el permiso de manejar, la plaza, el policía, poner una multa, el puente, el semáforo, la señal de parada, el tráfico

To give and receive driving advice:

Ancho, basta, de acuerdo, dejar, déjame en paz, despacio, esperar, estar seguro, estrecho, me estás poniendo nervioso, peligroso, quitar, tener cuidado

To ask for and give directions:

Aproximadamente, complicado, cruzar, derecho, desde, doblar, en medio de, hasta, manejar, el metro, parar, pasar por, izquierda, quedar, seguir, tener prisa

Grammar: Direct object pronouns and present progressive

Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Benchmarks
- Portfolio Assessment
- Presentations

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.



- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
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- Journals
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Modifications (ELLs, Special Education, Gifted and Talented)

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- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
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- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics
- Mini-Lesson



Unit 3 Overview

Content Area: World Language

Unit Title: Celebraciones en mi niñez

Target Course/Grade Level: Spanish 2 Grades 9-12

Unit Summary: This unit will develop language skills around the topic of celebrations and childhood experiences. Students will engage in discussions about family, celebrations and holidays, and favorite moments as a child. The unit will allow students to compare and contrast how other Spanish-speaking countries celebrate and how family structures function differently in other places. Students will gain experience speaking in the past tense and will be introduced to the concept of *the preterite and the imperfect* as a way of expressing time. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

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 - b. pharmaceuticals
5. Social Studies
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Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Novice High - Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive Mode:

- Identify the main idea and some supporting details when reading
- Understand the gist and some supporting details of conversations dealing with everyday life
- Infer the meaning of some unfamiliar words when used in familiar contexts

Cultural:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about



postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)

- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode:

- Ask and answer questions related to everyday life
- Handle simple transactions related to everyday life
- Initiate, maintain, and end a conversation
- Ask for and give permission
- Express needs
- Give reasons
- Request, suggest, and make arrangements
- Extend, accept, and decline an invitation
- Express an opinion and preference

Presentational Mode:

- Handle simple transactions related to everyday life
- Express needs
- Give reasons
- Express an opinion and preference
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of



	some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or



	in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> How do I use another language to communicate with others about holiday and events? What can I learn about my own language and culture from the way the world celebrates holidays and events? Why is it important to understand the cultural aspect of holidays? How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages? How can explaining my childhood help me better understand others? How can talking about my schooling and behavior better help to understand others? 	<ul style="list-style-type: none"> Identifying holiday tradition in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. Learning a different language enables us to be more tolerant of other cultures and how they communicate advice. People around the world celebrate holidays, events, and have different childhoods customs. Communicating in more than one language unites our communities and enables us to become global citizens.

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Childhood and toys	<ul style="list-style-type: none"> Talk about toys of their childhood Talk about places where they played as children
B. Entertainment	<ul style="list-style-type: none"> Listen and talk about how they entertained themselves as children Games, movies and tv shows from their youths Identifying character traits from the programs they viewed
C. Information regarding childhood and events	<ul style="list-style-type: none"> Listen and read about what people did as children Talk about how behaved as children Read and listen to stories about youth
D. Major holidays and events	<ul style="list-style-type: none"> Read, listen, and talk about important dates of holidays Discuss and compare how holidays are celebrated in the US and other countries



	<ul style="list-style-type: none"> ● Identify celebrations by specific characteristics ● Describe common holiday etiquette
E. Culture	<ul style="list-style-type: none"> ● Understand how Spanish speaking countries identify family members ● Understand and compare how the US and Spanish countries celebrate holidays ● Discuss toys from the US and other countries ● Talk about primary schooling in the US and other countries
F. Manners and customs	<ul style="list-style-type: none"> ● Read, listen and talk about customs and manners when attending events ● Compare and contrast childhood in the US and in other Spanish-speaking countries

Materials/Resources

Guided by Realidades 2
Supplementals by Paso A Paso 2

Grammar Topics:

- Indirect object pronouns
- Irregular imperfect
- Present perfect with past participles (include irregulars)
- Preterite vs Imperfect
- *lto* and *ísmo*
- Reflexive pronouns

Suggested Review Topics:

- Chores
- Places around town
- Basic directions
- Methods of travel
- Clothing
- Colors

Essential Terminology:

¿Cómo eras de niño/a?

To talk about toys:

Los bloques, la colección, la cuerda, el dinosaurio, la muñeca, el muñeco, el oso de peluche, el animal de peluche, el tren (eléctrico), el triciclo, la pistola de agua, los juguetes

To name animals:

El pez, el perro, el oso, el gato, la tortuga, el pájaro



To discuss things you used to do:

Coleccionar, molestar, pelearse, saltar (a la cuerda), caminar, montar en ...

To name places:

La guardería infantil, el patio de recreo, la escuela primaria, la escuela secundaria

To describe what someone was like:

Bien educado, obediente, desobediente, generoso, tacaño, consentido, atrevido, travieso, tímido, callado, amable, sociable

To explain your actions:

De niño, de pequeño, de vez en cuando, mentir, obedecer, ofrecer, permitir, por lo general, portarse bien/mal, todo el mundo, el vecino/a, la verdad, una mentira

Other useful words and expressions:

La moneda, el mundo

Grammar: Imperfect tense, indirect object pronouns

Entertainment:

Tipos de programas, comedia, drama, telenovela, dibujos animados, acción, aventuras, ciencia ficción, de la vida real, concursos, entrevistas, oeste, policíaca, infantil, tipos de películas, llena de (acción / emoción / drama), emocionante, romántica, violento, chistoso, de miedo

Other useful words:

Galán, heroína, detective, criminal, superhéroe, policía, ladrón, arrestar, matar, robar, salvar, enamorar, protagonista, director/a, actor/a, actuar, actuación, hacer el papel

Celebrando los días festivos

To talk about manners and customs:

abrazar(se), besar(se), dar(se) la mano, despedir(se), saludar(se), los modales, sonreír(se)

To talk about people:

El bebe, la bebe, contar (chistes), llevarse bien/mal, llorar, los mayores, los parientes, los jóvenes, reírse, reunirse

To talk about social events:

Alrededor de, al aniversario, casarse, charlar, la costumbre, cumplir años, el desfile, el día festivo, divertirse, enorme, ¡Felicidades!, felicitar la fiesta de sorpresa, los fuegos artificiales, hacer un picnic, nacer, regalar, la reunión, boda, casamiento

To talk about holidays: Names and dates

El año nuevo, el día de los enamorados, el día de san patricio, las pascuas, cinco de mayo, día de madre, día del padre, día de independencia, el día de la raza, día de brujas, día de los muertos, el día de (acción de) gracias, las posadas, el janucá, la nochebuena, la navidad, el fin del año



To describe holidays:

El pastel, la comida, el corazón, el chocolate, los globos, decoraciones, piñata, sacar fotos, las luces

Other useful words:

Antiguo, viejo, frecuentemente, había, mientras, recordar

Grammar: Imperfect tense, reciprocal actions.

Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Benchmarks
- Presentations
- Portfolio Assessment

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR



- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics
- Mini-Lesson



Unit 4 Overview

Content Area: World Language

Unit Title: Nuestro mundo, nuestro hogar

Target Course/Grade Level: Spanish 2 Grades 9-12

Unit Summary: This unit will develop language skills around the topic of the world around us, and how our actions and reactions shape the places we live in. Students will explore the landscape of America and Spanish-speaking countries, and connect with some of the struggles that natural disasters have placed on the people of the region and the habitats of animals nearby. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

1. Arts
 - a. Zulia Gotay de Anderson, Botero, Alfredo Arreguin
 - b. Leyendas
2. Mathematics
 - a. Monetary facts, population growth
3. Music
 - a. Cultural music
 - b. Learning through song
4. Science
 - a. Environmental issues
 - b. Conservation, recycling
 - c. Natural disasters
 - d. Energy
 - e. Animals
5. Social Studies
 - a. Map skills
 - b. Geography, landforms
 - c. Environmental laws
6. Health/P.E.
 - a. Staying safe outdoors
 - b. Outdoor activities



21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Novice High - Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive Mode:

- Identify the main idea and some supporting details when reading
- Understand the gist and some supporting details of conversations dealing with everyday life
- Infer the meaning of some unfamiliar words when used in familiar contexts

Cultural:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but



are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)

- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode:

- Ask and answer questions related to everyday life
- Handle simple transactions related to everyday life
- Initiate, maintain, and end a conversation
- Ask for and give permission
- Express needs
- Give reasons
- Request, suggest, and make arrangements
- Extend, accept, and decline an invitation
- Express an opinion and preference

Presentational Mode:

- Handle simple transactions related to everyday life
- Express needs
- Give reasons
- Express an opinion and preference
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.



7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.



7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> • How do I use another language to communicate with others about current events and the news? • What can I learn about my own language and culture from the way the world understands nature, the environment, and how we respond to natural disasters? • Why is it important to understand how energy is used? • How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages? • How can talking about animals and their habitats better help me understand other cultures, countries and people? • How can learning about environmental topics and current events in another language help me communicate better with others to improve the future? 	<ul style="list-style-type: none"> • Discussing the news and current events allows for a greater understanding of global issues. • Identifying environmental issues in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives. • Learning a different language enables us to be more tolerant of other cultures and how they communicate advise. • People around the world have similar environmental concerns that unite us all. • Communicating in more than one language unites our communities and enables us to become global citizens. • Understanding nature and how it affects all life allows for a unifying sense of world citizenship.
<p>Unit Objectives <i>Students will communicate about:</i></p>	<p>Unit Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> • The Earth and current environmental events 	<ul style="list-style-type: none"> • Identify and talk about the geography of Spanish speaking countries and land masses • Talk about natural disasters • Listen and discuss about natural disasters and how they have impacted the world • Discuss current events regarding nature and the environment • Discuss the roles of how people can prevent disasters and how they can help others
<p>B. Environmental issues, concerns and elements</p>	<ul style="list-style-type: none"> • Discuss Environmental issues and concerns • Identify environmental concerns. • Discuss conservation • Talk about the changing environment and natural disasters



	<ul style="list-style-type: none"> • Talk about current events and issues facing the environment
C. About Energy sources	<ul style="list-style-type: none"> • Talk about forms of energy • Listen and discuss how energy has changed the world • Discuss how to conserve energy and discuss conservation with others
D. Animal Habitats and descriptions	<ul style="list-style-type: none"> • Discuss and listen about different types of animal habitats and land environments • Identify characteristics of specific habitats in regards to their geographical location
E. Information about Animals	<ul style="list-style-type: none"> • Listen and talk about different types of animals • Discuss animal characteristics • Talk about where animals live and how their environment is changing • Listen and discuss animal population and what an individual can do to impact it both positively or negatively
Materials/Resources	
Guided by Realidades 2 Supplementals of Paso A Paso	

Grammar Topics:

- Preterite and Imperfect
- Adjective Agreement
- Expressions of suggestion (Hay que, Deber, etc.)
- Por vs Para

Suggested Review Topics:

- Weather
- Basic geography and regions
- Basic animals
- Conservational and Environmental Issues

Essential Terminology:

Los desastres naturales: El huracán, la inundación, llover, la lluvia, nevar, el terremoto, la tormenta,

to discuss news: el artículo, investigar, el locutor(a), el noticiero, ocurrir, el reportero(a),

to discuss fires: apagar, bajar, el bombero, comenzar, destruir, dormido, el edificio de apartamentos, la escalera, escaparse, esconderse, la explosión, el humo, el incendio, los muebles, muerto-a, el paramédico, quemar(se), se murieron, subir

to discuss rescues: herido, el herido, el héroe, la heroína, rescatar, salvar, valiente, la vida, vivo-a



to tell a story: a causa de, afortunadamente, asustado, la causa, de prisa, de repente, gritar, hubo, llamar (por teléfono), oír, sin duda, □ Socorro!

Los animales: El pájaro, la ardilla, el oso, el lobo, el serpiente, el búho, el coyote, el jaguar, la rana, la tortuga, el loro, el oso perezoso, la ballena, el tiburón, el delfín, el pez, la mariposa, la abeja, la hormiga, la araña, el venado

Describing animals: la cola, el pelo, la piel, las orejas, el pico, las alas, las aletas, las patas, las piernas, los dientes, los colmillos, el cuerno, las plumas, las garras, mamífero, reptil, ave, insecto, anfibio, volar, cazar, en peligro de extinción, feroz, rápido, lento, poner huevos

Nature and Landforms: la selva tropical/el bosque lluvioso, el desierto, las montañas, el mar, el océano, el campo, el río, el lago, el volcán, el parque nacional, la tierra, el valle, la colina

talk about the environment and energy: ahorrar, el aire acondicionado, la calefacción, económico, eficiente, la electricidad, la energía, solar, conservar, la contaminación, contaminado, contra, la destrucción, ecológico, eliminar, en peligro de extinción, la fuente, funcionar, grave, la guerra, juntarse, luchar, la manera, el medio ambiente, mejorar, la paz, proteger, puro, reducir, resolver

Other useful words:

Además de, dudar, es cierto

Grammar: Preterite (irregular forms- spell change “y”), imperfect tense to describe weather and setting a scene, preterite vs imperfect introduction, hubo vs había, introduction to future tense if time allows, expressions of suggestions

Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Benchmarks
- Portfolio Assessment

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students’ use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart



- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Charts
- Self Evaluation

Modifications (ELLs, Special Education, Gifted and Talented)

- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
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- Rubrics
- Mini-Lesson