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| **OCEAN COUNTY YOUR SUBJECT AREA CURRICULUM** | | | | | |
| **Content Area: World Language** | | | | | |
| **Course Title: World Language** | | | | **Grade Level: 2** | |
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|  | **Unit 1: Around The Classroom** |  | **Ongoing** | |  |
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|  | **Unit 2: Expressing Ourselves** |  | **Ongoing** | |  |
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|  | **Unit 3: Calendar & Numbers** |  | **Ongoing** | |  |
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|  | **Unit 4: Seasons & Weather** |  | **Ongoing** | |  |
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|  | **Unit 5: Our Families & Animals** |  | **Ongoing** | |  |
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|  | **Unit 6: Our Bodies & Clothing** |  | **Ongoing** | |  |
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| **Date Created: 07/11/2012** | | | | | |
| **Board Approved on: 9/19/12** | | | | | |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 1 Overview** | | | |
| **Content Area: World Language** | | | **Grade:2** |
| **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 | | | |
| **Strand**: Novice-Mid K-5 | | | |
| **Summary:** In this unit the student will greet people in Spanish using culturally authentic expressions and vocabulary..  **Primary interdisciplinary connections:** ELA, Social Studies, Art, and Drama | | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | | |
| **Learning Targets** | | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | | |
| **Number** | **Common Core Standard for Mastery** | | |
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| **Number** | **Common Core Standard for Introduction** | | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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.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 greetings, 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. | | |
| **Unit Essential Questions**   * How do you greet and say farewell to someone in   Spanish? | | **Unit Enduring Understandings**   * The learner will be able to greet people in Spanish using culturally authentic expressions   and vocabulary. | |

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| * How do you express how you’re feeling? |  |
| **Unit Objectives**  *Students will know…*   * respond to common greetings and farewells * recognize vocabulary related to greetings, farewells, and introductions * express various physical feelings when asked “How are you?” in Spanish * understand and articulate proper usage of words and phrases used as courtesy   + expressions in conversations | **Unit Objectives**  *Students will be able to…* |

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| **Evidence of Learning** |
| **Formative Assessments**   * Class Participation * Teacher Observation * Oral Assessments * Question / Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. * Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. * Collaborate with ESL department to make necessary modifications for ELL students. |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) |
| **Teacher Notes:**   * Students perform simple skits using greetings * Use hand puppets with dialogue * Students take turns miming different feelings and fellow students interpret his/her feelings * Student dialogue about feeling between themselves and with the teacher * Play “Charades” * Teacher-made materials * Problem Based Learning Projects - <http://www.ideportal.com/> * Enchanted Learning **-** [**http://www.enchantedlearning.com**](http://www.enchantedlearning.com/) |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 2 Overview** | | | |
| **Content Area: World Language** | | | **Grade:2** |
| **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 | | | |
| **Strand**: Novice-Mid K-5 | | | |
| **Summary:** In this unit the student will greet people in Spanish using culturally authentic expressions and vocabulary..  **Primary interdisciplinary connections:** ELA, Social Studies, Art, and Drama | | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | | |
| **Learning Targets** | | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | | |
| **Number** | **Common Core Standard for Mastery** | | |
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| **Number** | **Common Core Standard for Introduction** | | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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.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 greetings, 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. | | |
| **Unit Essential Questions**   * How do you greet and say farewell to someone in   Spanish?   * How do you express how you’re feeling? | | **Unit Enduring Understandings**   * The learner will be able to greet people in Spanish using culturally authentic expressions   and vocabulary. | |

## Unit Objectives

*Students will know…*

* respond to common greetings and farewells
* recognize vocabulary related to greetings, farewells, and introductions
* express various physical feelings when asked “How are you?” in Spanish
* understand and articulate proper usage of words and phrases used as courtesy
  + expressions in conversations

## Unit Objectives

*Students will be able to…*

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| **Evidence of Learning** | |
| **Formative Assessments** | |
| * Class Participation * Teacher Observation * Oral Assessments | * Question/ Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. * Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. * Collaborate with ESL department to make necessary modifications for ELL students | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * Trade Books * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) | |
| **Teacher Notes:**   * Use hand puppets with dialogue * Students take turns miming different feelings and fellow students interpret his/her feelings * Student dialogue about feeling between themselves and with the teacher * Play “Charades” * Teacher-made materials * Problem Based Learning Projects - <http://www.ideportal.com/> | |

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 3 Overview** | | |
| **Content Area: World Language** | | **Grade:2** |
| **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 | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:** In this unit the student will use the calendar to state the day of the week, month and date while counting to 30.  **Primary interdisciplinary connections:** ELA, Math, Art, and Drama | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | |
| **Learning Targets** | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | |
| **Number** | **Common Core Standard for Mastery** | |
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| **Number** | **Common Core Standard for Introduction** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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.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 greetings, 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.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 | |

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| 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 Essential Questions**   * What is the date including the date, day of the week and month? * How is our calendar and date different from the Target Language calendar and   date | | **Unit Enduring Understandings**   * The learner will be able to state the past, present, and future date using a calendar |
| **Unit Objectives**  *Students will know…*   * identify the days of the week * respond to questions related to the days of the week * compare the calendar used in Target Language countries with that used in   English-speaking countries   * identify the months of the year * respond to questions related to the date and month * understand that when writing the date, the day and the month are reversed * understand expressions related to age * count up to 30 | | **Unit Objectives**  *Students will be able to…* |

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| **Evidence of Learning** | |
| **Formative Assessments** | |
| * Class Participation * Teacher Observation * Oral Assessments | * Question/ Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. * Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. * Collaborate with ESL department to make necessary modifications for ELL students | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * Trade Books * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) | |
| **Teacher Notes:**   * Display classroom poster with days, months, seasons and sample Spanish calendar * Display classroom poster of numbers to 30 * Teacher models/students repeat (chorally/individually) * Student tell favorite day * Use calendar to tell what day it is * Sequencing * Counting to 30 * Calendar * Wordless Books for labeling | |

* Sing “Sabado” & “Calendar Rap” songs
* Line up by birthday and say it aloud
* Students tell their birthday, favorite month, when holidays fall
* Answer true/false questions about various activities and/or holidays that take place in different months
* Draw and label something particular to different months
* Students count various classroom objects aloud
* Teacher-made materials

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 4 Overview** | | |
| **Content Area: World Language** | | **Grade:2** |
| **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 | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:** In this unit the student will describe the weather, identify the season and give a weather report.  **Primary interdisciplinary connections:** ELA, Math, Science, Art, and Drama | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | |
| **Learning Targets** | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | |
| **Number** | **Common Core Standard for Mastery** | |
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| **Number** | **Common Core Standard for Introduction** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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. | |

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| 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.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 greetings, 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.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 Essential Questions**   * What is the weather and season of the year? | | **Unit Enduring Understandings** The learner will be able to describe the weather or give a weather report. |
| **Unit Objectives**  *Students will know…*   * understand vocabulary relating to the four seasons * respond to questions relating to the four seasons * understand vocabulary relating to weather * respond to questions relating to the weather | | **Unit Objectives**  *Students will be able to…* |

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| **Evidence of Learning** | |
| **Formative Assessments** | |
| * Class Participation * Teacher Observation * Oral Assessments | * Question/ Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. * Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. * Collaborate with ESL department to make necessary modifications for ELL students | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * Trade Books * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) | |
| **Teacher Notes:**   * Display classroom poster with days, months, seasons and sample Spanish calendar * Display classroom poster of numbers to 30 * Teacher models/students repeat (chorally/individually) * Student tell favorite day * Use calendar to tell what day it is * Sequencing * Counting to 30 * Calendar * Wordless Books for labeling | |

* Season pinwheel
* Weather pinwheel
* Match with appropriate clothing word for season
* Student uses the vocabulary to enter and exit the classroom
* Students perform simple skits about seasons
* Tell what the weather is like in various months and seasons
* Describe the weather and students respond with flashcards or pictures
* Match appropriate clothing worn for different weather
* Teacher-made materials

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 5 Overview** | | |
| **Content Area: World Language** | | **Grade:2** |
| **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 | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:** In this unit the student will name family members, pets, and foods they like to eat.  **Primary interdisciplinary connections:** ELA, Math, Science, Social Studies, Art, and Drama | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | |
| **Learning Targets** | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | |
| **Number** | **Common Core Standard for Mastery** | |
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| **Number** | **Common Core Standard for Introduction** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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 | |

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|  | level-appropriate, culturally authentic materials on familiar topics. | |
| 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 greetings, 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.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 Essential Questions**   * What do we call family members? * What do you eat? | | **Unit Enduring Understandings** The learner will be able to name family members, pets, and foods they like to eat |
| **Unit Objectives**  *Students will know…*   * understand and use vocabulary to name members of their families * understand and use vocabulary to name common animals (pets & zoo) * understand and use vocabulary related to foods they eat with those of countries of Target Language | | **Unit Objectives**  *Students will be able to…* |

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| **Evidence of Learning** | |
| **Formative Assessments** | |
| * Class Participation * Teacher Observation * Oral Assessments | * Question/ Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. * Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. * Collaborate with ESL department to make necessary modifications for ELL students | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * Trade Books * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) | |
| **Teacher Notes:**   * Display classroom family tree poster * Display classroom common food poster * Teacher models/students repeat (chorally/individually) * Discuss family trees using flashcard/magnetic board * Play “Head Down - What family member is missing?” memory game * Answer true/false statements about family relations * Create family tree - draw and label their immediate family * Students perform simple skits using family members * Interpret and/or translate conversations using puppets | |

* Use hand puppets with dialogue
* Charades: have students pantomime animals and identify them
* Guess animal from animal sounds other students make
* Create your own wacky animal poster - animal bodies are mixed up
* Play “Heads up - What animal is missing?” memory game
* Read aloud “The Three Little Pigs” with expressions in Target Language
* Students describe different food like and dislikes
* Divide and label food by categories: fruit, vegetables, meats, drinks
* Bingo
* Teacher-made materials

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| **OCEAN COUNTY WORLD LANGUAGE CURRICULUM**  **Unit 6 Overview** | | |
| **Content Area: World Language** | | **Grade:2** |
| **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 | | |
| **Strand**: Novice-Mid K-5 | | |
| **Summary:** In this unit the student will name the main parts of the human body and match clothing to  appropriate body parts.  **Primary interdisciplinary connections:** ELA, Math, Science, Social Studies, Art, and Drama | | |
| **21st century themes:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe. | | |
| **Learning Targets** | | |
| **Content Standards**  **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community | | |
| **Number** | **Common Core Standard for Mastery** | |
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| **Number** | **Common Core Standard for Introduction** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally  authentic materials using electronic information 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. | |

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| 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.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 greetings, 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.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 Essential Questions**   * What are the main parts of the human body?  What clothes are matched to what body parts? | | **Unit Enduring Understandings**   * The learner will be able to identify parts of the body. * The learner will be able to identify basic articles of clothing. |
| **Unit Objectives**  *Students will know…*   * understand and identify parts of the body * understand and identify articles of clothing | | **Unit Objectives**  *Students will be able to…* |
| **Evidence of Learning** | | |
| **Formative Assessments** | | |
| * Class Participation * Teacher Observation * Oral Assessments | | * Question/ Answer |
| **Summative Assessments**   * Projects / Rubrics * Oral Presentation | | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Follow all IEP modifications/504 plan * Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. * Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. * The use of multiple intelligences assignments to meet all the types of learners in the classroom. * Review and make necessary IEP modifications/504 plan. | | |

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| * Differentiated instructional strategies that allow students of different intelligence and ability to achieve   success.   * Collaborate with ESL department to make necessary modifications for ELL students |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Teacher computer with internet connection * Overhead projector * Computer projector * Videos / CD’s * Trade Books * The ability to make a significant amount of copies/handouts for students * Teacher website * Student software access to MS Word, Publisher, and PowerPoint * Available student computer lab * Whiteboard with markers * General classroom supplies (paper, pencils, scissors, tape, glue, etc.) |
| **Teacher Notes:**   * Display Classroom Body Poster * Display Classroom Clothing Poster * Teacher models/students repeat (chorally/individually) * Student identify body parts * Students perform simple skits/songs using body parts * Interpret and/or translate conversations using puppets * Name and label various parts of the body (Mr. Potato Head) * Play “Do you remember what s/he was wearing?” memory game * Students pair clothing with correct body part, for weather and color * Use hand puppets with dialogue * Wordless Books for labeling * Teacher-made materials |