

**Hainesport Township School District**  
**211 Broad Street Hainesport, NJ 08036**



**Course Title: World Language Grade: 2**  
**Board of Education Adoption Date:** August 2, 2012  
**Board of Education Revision Date:** December 18, 2018,  
March 18, 2021, January 4, 2024

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## Course Description and Concepts

It is the mission of the Hainesport Township School District to provide a safe, supportive and challenging educational environment in a familial school atmosphere that enables each child to develop intellectually, emotionally, socially, and physically. Students in 2nd Grade will explore concepts at the basic level of language proficiency in the area of Latin American Spanish. Each of the 15 lessons provide opportunities for students to receive direct instruction from the instructor and supportive technology assisted instruction from the SALSA Video Series.

Students meet for one class period once during the 6 day academic scheduling cycle. There are approximately 30 class periods for World Language instruction at the First Grade level.

### ***About the SALSA Program:***

*Salsa* is Georgia Public Broadcasting's award-winning Spanish language series for young learners in kindergarten through the third grade. Puppets in familiar stories, digital graphics and animation teach the language.

Instructors do not need to be certified to teach a foreign language or be familiar with Spanish in order to use Salsa. It can be used in the classroom and homeschools and by anyone interested in teaching young kids to speak Spanish. Each video lesson is preceded by a staff development component that acquaints the instructor with the content and the objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish words included in the lesson.

There are 42 video lessons in the Salsa series. Please see this link for the complete series ([Salsa Series](#)). There are also fun interactive Salsa games for students to play. ([games for students](#))

### **Realistic Expectations for the SALSA Grades K-2:**

What can we realistically expect students to know and be able to do in Spanish at the end of the SALSA/WyFLES program?

- Positive Attitudes toward other languages and cultures as well as toward people who come from other cultures and speak other languages;
- Motivation to learn languages;
- Confidence in their ability to learn and be able to communicate in other languages;
- Listening Comprehension: the ability to listen and understand some basic spoken Spanish;
- Strong Pronunciation Skills: the ability to pronounce Spanish words with a native or near native accent;
- Some Basic Interpersonal Communication Skills: for example, greetings and talking simply about topics in their daily lives at school and at home.

## New Jersey Student Learning Standards – World Languages

### **Introduction World Languages**

The New Jersey Student Learning Standards – World Languages (NJSL-SL-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

### **Mission**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

### **Vision**

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

## World Languages Standard Learning Progressions

### **Interpretive Mode of Communication**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>

### Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>
<ul style="list-style-type: none"> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>

### Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
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<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>
<ul style="list-style-type: none"> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>

**Level Classification Rubric:** *Note Teacher will classify student level at the end of each course of study.*

Novice Low (2nd Grade)	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	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.	Students communicate using 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.	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

### The New Jersey Student Learning Standards for English Language Arts

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **NJ Technology Standards**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Pacing Guide**

(Click here for the [SALSA Scope & Sequence](#))

Unit Topic	Unit #	APX Unit Length
Latin American Geography/Countries	I	1-5 Instructional Periods
<a href="#">SALSA Lesson 201</a> Jack and the Corn Stalk	II	1-5 Instructional Period
<a href="#">SALSA Lesson 202</a> The Monster Is Angry	III	1-5 Instructional Period
<a href="#">SALSA Lesson 203</a> Everybody Needs a Friend	IV	1-5 Instructional Period
<a href="#">SALSA Lesson 204</a> Super Armadillo: Trouble From Above	V	1-5 Instructional Period
<a href="#">SALSA Lesson 205</a> Where Is It?	VI	1-5 Instructional Period
<a href="#">SALSA Lesson 206</a> Quiz Show: What Is This Time	VII	1-5 Instructional Period

**Lesson Latin American Geography**

Content Area	World Language
Unit Title	Latin American Geography
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods



Unit Rationale	Students to develop an understanding of the locations of the Latin American speaking countries.
Interdisciplinary Connections	<p>Social Studies</p> <ul style="list-style-type: none"> <li>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> </ul>
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	<ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li><a href="#">Spanish Speaking Countries Map</a></li> </ul>

**World Language Vocabulary Covered in this Unit**

- geography
- country
- map

**Direct Instructional Goals**

- Able to locate and identify the Latin American speaking countries on the provided maps.

**Assessment**

<ul style="list-style-type: none"> <li>• Student Completed Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Students can create a google slide or drawn slide of their identified country with supporting demographic information about the country.</li> <li>• Students present slides to the class.</li> <li>• Map quiz</li> </ul>
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<b>Lesson 201</b>	
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Content Area	World Language
Unit Title	Jack And The Corn Stalk
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	Little Red Riding Hood (Caperucita Roja, played by Niña) meets the Wolf (el Lobo) on the way to Grandmother's (la Abuela) house. After seeing that she is bearing many treats, the Wolf hatches a plan to steal them that leads to taking both Little Red Riding Hood and Grandmother prisoner. Lucky for them, Salsa witnesses everything and tells a policeman, who saves the day.
Interdisciplinary Connections	Math / Financial Literacy
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> <li>• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> </ul>

	<ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
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Supplemental Class Resources

- [SALSA Lesson 201](#)
- [Script](#)
- [Activity](#)

**World Language Vocabulary Covered in this Unit**

- quince, el maíz (fifteen, corn)

**Direct Instructional Goals**

- Using a counter have the students count out 1-15 and ask the children to divide the 15 into three equal groups and then divide 15 into five groups and explain that fifteen can be divided in two different ways.
- Have students count nickels, dimes quarters and compare with Spanish currency.

## Assessment

- Teacher Generated Participation Rubric

- Alternative Assessment completion for Lesson 201

## Lesson 202

Content Area	World Language
Unit Title	The Monster Is Angry
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	Little Goat, with the help of his friends, solves the mystery of the terrible roar which shakes the town and scares its inhabitants.
Interdisciplinary Connections	SEL
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> <li>• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul>

	<p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
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Supplemental Class Resources

- [SALSA Lesson 202](#)
- [Script](#)
- [Activity](#)

**World Language Vocabulary Covered in this Unit**

- enojado/enojada, tengo miedo (angry, "I'm scared")

**Direct Instructional Goals**

- Stuffed emotions paper masks (Calaveras) or emoji

**Assessment**

- Teacher Generated Participation Rubric

- Alternative Assessment completion for Lesson 202

## Lesson 203

Content Area	World Language
Unit Title	Everybody Needs A Friend
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	After many false leads, the characters figure out what ails Reynaldo, The Monster's pet fish.
Interdisciplinary Connections	SEL
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> </ul>

	<ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
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Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 203</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
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**World Language Vocabulary Covered in this Unit**

- estoy bien, estoy mal ("I'm well," "I'm not well")

**Direct Instructional Goals**

- Create a torn paper collage of a fish.

**Assessment**

<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 203</li> </ul>
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**Lesson 204**

Content Area	World Language
Unit Title	Super Armadillo: Trouble From Above
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	When things start falling from the sky, Super Armadillo saves the day once more.
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> </ul>



	<ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
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Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 204</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
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**World Language Vocabulary Covered in this Unit**

<ul style="list-style-type: none"> <li>● arriba, abajo (up, down)</li> </ul>
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**Direct Instructional Goals**

<ul style="list-style-type: none"> <li>● Print fall leaves – up and down.</li> </ul>
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**Assessment**

<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 204</li> </ul>
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**Lesson 205**

Content Area	World Language
Unit Title	Where Is It?
Target Course / Grade Level	Latin American Spanish Grade 2

Recommended Pacing	1-5 Instructional Periods
Unit Rationale	The Girl and Armadillo are detectives in search of the mysterious black bird.
Interdisciplinary Connections	Art/Science
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p>

	<ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
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Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 205</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
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**World Language Vocabulary Covered in this Unit**

<ul style="list-style-type: none"> <li>● el pájaro, negro (bird, black)</li> </ul>
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**Direct Instructional Goals**

<ul style="list-style-type: none"> <li>● Bird creation with pinecones.</li> </ul>
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**Assessment**

<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 205</li> </ul>
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**Lesson 206**

Content Area	World Language
Unit Title	Quiz Show: What Is It This Time?
Target Course / Grade Level	Latin American Spanish Grade 2
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	The Girl has to work twice as hard when she has to fill in for the host of the game show.

Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>

	<ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 206</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
<b>World Language Vocabulary Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>● el pez, el maíz (fish, corn)</li> </ul>	
<b>Direct Instructional Goals</b>	
<ul style="list-style-type: none"> <li>● Texture collage.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 206</li> </ul>

### **Teacher Resources Best Practices**

[50 Best Practices For Language Teachers](#)

For additional SALSA print resources with a scope and sequence guide, click here to visit the [Wyoming Department of Education](#) website.

### **Modifications for SpEd/ESL/Students at Risk/Gifted**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or IR&S Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### Scheduling accommodations:

- Take more time to complete a project

- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates

# World Languages Curriculum



# Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

<b>Theme/Unit:</b> <b>Novice (K-3rd)</b>	<b>Suggested Sequence:</b> <b>Ongoing</b>
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li><li>● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li><li>● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li></ul>	
<p><b>Intercultural Statements:</b></p> <ul style="list-style-type: none"><li>● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture.</li><li>● Learners recognize and identify a few typical practices of the target culture.</li></ul>	<p><b>Possible Topics:</b></p> <ul style="list-style-type: none"><li>● Family members, school supplies, pets, weather.</li><li>● Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to:</p>	

## Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

- Identify a few memorized and practiced words when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
- Respond with physical actions and/or gestures to simple oral directions, commands, and requests
- Recognize and demonstrate a few common gestures associated with the target culture
- Recognize and state a few memorized words related to weather and climate (including climate change) in the target culture
- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
- Share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced (with the help of gestures and/or visuals,)
- Tell others a few basic preferences and/or feelings using memorized words and phrases
- Follow a few procedural instructions, directions, and commands in classroom situations.
- Tell a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

### Instructional Materials/Resources:

- Posters
- Examples of food, supplies, colors, etc.

### Suggested Vocabulary:

Greetings, family members, school supplies, pets, weather.

### Technology:

#### Computer Science and Design Thinking:

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

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats

#### Career Readiness:

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

### Recommended Instructional Activities:

- Use physical movement to demonstrate understanding while teacher provides a series of commands
- Draw pictures that demonstrate understanding while teacher provides a series of commands
- Hold up pictures that correspond to the message delivered while listening to a story, song, or poem
- Use gestures, visuals, or body movement to reenact a story as the teacher tells it

### Extension Strategies/Activities:

- Create a picture dictionary of learned vocabulary

### Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners

**Hainesport Township School District**

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

	<ul style="list-style-type: none"><li>● Provide alternate form or assessment IE: projects, dioramas</li><li>● Pair low level readers with high level readers</li><li>● Retell story by drawing or speaking</li><li>● Visual aids</li><li>● Advance notice for tests</li><li>● Provide a copy of notes</li><li>● Provide study guide</li><li>● <input type="checkbox"/> Modified tests as needed</li></ul>
<p><b>Suggested Assessments:</b></p> <p>Performance Task:</p> <ul style="list-style-type: none"><li>● Perform a physical activity that shows comprehension of a teacher’s instructions</li><li>● Use gestures appropriately in context (respond to statements or initiate conversation)</li></ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>● Identify a gesture from a selection of gestures provided</li><li>● Hold up pictures that correspond to a given greeting</li></ul>	

# Support Documents

# **Modifications and Extensions: A Guide for Differentiated Instruction**

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## **Introduction**

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.