

Grade 2 - 3rd Trimester- Let's go to FIFA World Cup: Soccer connects the world

Content Area: **World Language**
Course(s): **World Language Grade 2**
Time Period: **Trimester 3**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

(World Languages Education in the 21st Century <https://www.nj.gov/education/aps/cccs/wl/>)

Unit	MP/Trimester	Weeks
Vamos al médico / Let's go to the doctor	Trimester 1	9
Mi Fiesta de Cumpleaños / My Birthday Party	Trimester 2	9
Let's go to FIFA World Cup: Soccer Connects the World	Trimester 3	9

Rev. November 2019

Unit Overview

Students use the target language in the three modes of communication to explore the continents of the world, the sport soccer, and The World Cup. They examine the relationship between soccer and parts of the world. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts related to the world and World Cup (invitations, and posters, radio/television/newspaper advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to where they are from, countries, continents, FIFA, and World Cup teams.

Presentational:

They use lists, chunks of language, and memorized phrases to present about a team, its flag, and its location in the world.

Enduring Understandings

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Essential Questions

How can I talk to someone in another language when I am just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

New Jersey Student Learning Standards (No CCS)

Interpretive: 7.1.NM.A

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPIs support Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

Interpersonal: 7.1.NM.B

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

The CPIs supports Anchor Standards 1, 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Presentation: 7.1.NM.C

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

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

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

WL.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.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target

	culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.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.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1.a	Make lists.

Amistad Integration

(link -- <https://nj.gov/education/amistad/about.htm>)

Holocaust/Genocide Education

(link -- https://nj.gov/education/holocaust/about_us/mandate.html)

Interdisciplinary Connections

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.SL.2	Speaking and Listening
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.

Technology Standards

- Smart Board/Smart Notebook/PowerPoint/Prezi/Haiku Deck/Google Docs/Word/LCD projector/Promethean Board
- Music (iPod), Lyrics (various songs and artists)
- iMovie
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube
- Plickers
- Kahoot!
- Real photographs and instruments
- HD Camera
- iPad/iPhone
- Teacher eBoard

TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Themes/Careers

21st Century Skills Map

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, **this map reflects the collective effort of hundreds of World**

Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

(link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

Instructional Strategies & Learning Activities

Core Content/Objectives		Instructional Actions		
		Activities/Strategies		
Concepts	Skills	Learning Activities/Differentiation	Assessment	
What students will know	What students will be able to do	Interdisciplinary Connections	How learning will be assessed	
<ul style="list-style-type: none"> Expressing where they are from using “ser” 	<ul style="list-style-type: none"> Respond to learned question ¿De dónde eres?. 	<ul style="list-style-type: none"> Pre-teach new vocabulary using TPR 	<ul style="list-style-type: none"> Daily observations Participation in class TPR responsiveness and readiness Game participation Memorize songs Create interpersonal, presentational and interpretive 	

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • 7 Continents | <ul style="list-style-type: none"> • .. Soy de ____; | <ul style="list-style-type: none"> • real photos, PowerPoint, and storytelling prompt s. | <ul style="list-style-type: none"> • communication activities that will facilitate language production |
| <ul style="list-style-type: none"> • Spanish-speaking countries | <ul style="list-style-type: none"> • Ask memorized question ¿De dónde eres? | <ul style="list-style-type: none"> • Use eBoard documents, handouts or vocabulary sheets. | <ul style="list-style-type: none"> • Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language. |
| <ul style="list-style-type: none"> • Difference between fútbol & American football | <ul style="list-style-type: none"> • Name the 7 continents of the world | <ul style="list-style-type: none"> • Use eBoard documents, handouts or vocabulary sheets. | <ul style="list-style-type: none"> • Utilize Rubrics for different communicative tasks to be able to create a bench mark in terms of language proficiency |
| <ul style="list-style-type: none"> • Soccer (fútbol) gear and phrases | <ul style="list-style-type: none"> • Locate the continents that include specific countries | <ul style="list-style-type: none"> • Use graphic organizers | <ul style="list-style-type: none"> • I Can-Do Statements (adapted from NCSSFL-ACTF Novice Mid) |
| <ul style="list-style-type: none"> • Pronunciation of different words and expressions | <ul style="list-style-type: none"> • Understand through actions that “fútbol” is soccer and “fútbol americano” is | <ul style="list-style-type: none"> • Pair review of vocabulary | <ul style="list-style-type: none"> • https://docs.google.com/document/d/1OcdZxu8SUzYROSbIGD9mMSPPmBlvDzKrQ4eI3kpqKn8/edit?usp=sharing |
| <ul style="list-style-type: none"> • Importance of the sport around the world | <ul style="list-style-type: none"> • Understand through actions that “fútbol” is soccer and “fútbol americano” is | <ul style="list-style-type: none"> • Use music and rhythms as | |
| <ul style="list-style-type: none"> • World Cup occurs every 4 years | | | |

(Men and Women Leagues)	football.	part of the lesson (Waka Waka)
• Countries that host World Cup	• Recall, draw, and tell about various soccer gear and phrases	• Ask Natural Approach question
• Colors of uniforms from various Spanish-speaking countries	• Explain in simple World Cup facts such as it occurs every 4 years	s to facilitate language production.
• Flags of several Spanish-speaking countries	• Name recent & future countries that hosted/will host FIFA's World Cup	• Create interpersonal activities that will facilitate language production.
• Expressing wants using the verb "querer"		
• Contacting Spanish-speaking	• Recall	• Pre-teach and guide

players

l the
color
s of
the
differ
ent
parts
of the
unifo
rm

- Reco
gnize
the
fact
that
adjec
tives
have
to
agree
with
the
gend
er of
the
noun.
For
this
unit,
color
s are
the
adjec
tives
and
parts
of the
unifo
rm
are
the
noun
s.
Macu
lino
(el/lo
s,
o/os)
Femi
nino

e
stud
ents
to
lear
n
how
to
for
mul
ate
ques
tion
s.

- Utili
ze
LC
D
proj
ecto
r to
sho
w
Pow
er
Poin
ts,
vide
o
clip
s,
auth
enti
c
web
sites

- Disc
uss
geo
grap
hy
with
map
s,
glob
es,
atlas
es,
&
Goo

(la/la s, a/as)	gle map s.
Los panta lones corto s son rojos, verde s y blanc os. La camis eta es roja, verde y blanc a.	<ul style="list-style-type: none"> • Sho w digit al pres enta tion s with diff eren t voc abul ary wor ds and phra ses pert aini ng to the mati c unit
<ul style="list-style-type: none"> • Nam e the color s of count ries' flags 	
<ul style="list-style-type: none"> • Take owne rship of a count ry and team that partic ipate d in last Worl d Cup 	<ul style="list-style-type: none"> • Giv e peri od of inpu t acti vitie s (Co mpr ehe nsio n prec edes prod ucti
<ul style="list-style-type: none"> • Liste n to last Worl d 	

Cup' on)

s
them
e
song
sung
by a
Spani
sh-
speak
ing
artist.

- Write letter to local Argentina soccer player on Philadelphia Union team

- Watch & listen to authentic interviews with Spanish-speaking World Cup stars

- Students answer in early emergency speech

- Use kinesthetic games such as “Simon dice”, “Picture” and “Matamoscas” to reinforce vocabulary through movement and repetition

- Play
cult
urall
y-
auth
enti
c
vide
os/c
lips
fro
m
Disc
over
y
Edu
cati
on.c
om
- Incl
ude
ANI
MO
TO.
com
vide
os/
You
Tub
e
- Inte
ract
with
e-
boar
d
- Rea
d
pict
ure
boo
k:
Pelé
, El
rey
de
fútb
ol
(Pel

é,
Kin
g of
Soc
cer)
por
Mo
nica
Bro
wn

Differentiated Instruction

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with continents and soccer vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant
- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with continents, locations, and soccer vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc. Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it ! 3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

Summative Assessment

TASK

You are going to become an expert on a team playing in La Copa Mundial de la FIFA (year). (Women or Men

World Cup) (or Copa América, depending on the year)

1. First, you need to identify the major parts of their uniforms.
2. Second, you & a partner will get a team and need to recognize their flag.
3. Third, you need to locate your team's country on a map & name the continent.
4. Fourth, you need to write the colors (in Spanish) of the different uniform parts.
5. Fifth, you need to draw the country's flag.
6. Sixth, you need to create a team ball that could be used in Copa Mundial 2018.
7. Seventh, you can do extra activities in the packet.

Benchmark Assessments

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Unit Specific Can Do

Statements: <https://docs.google.com/document/d/1OcdZxu8SUzYROSbIGD9mMSPPmBlvDzKrQ4eI3kpqKn8/edit?usp=sharing>

ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

Oral Proficiency Interview (OPI) assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

Alternate Assessments

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

Resources & Technology

-

- Books: Pelé, El rey de fútbol (Pelé, King of Soccer) por Monica Brown

National Geographic Kids: Beginner's World Atlas

World Cup Soccer Stars

- Smart Board/ Smart Notebook/LCD projector/Promethean Board
- Music (iPod), Lyrics (various songs and artists)
- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube, Vimeo,
- Smart Tablet apps/iPhone: Tellegami, Video PhotoBooth, iMovie
- Plickers
- Kahoot!
- Wix website
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Flip CameraTeacher eBoard

-

- <http://flenj.org/> FLENJ
- <https://www.actfl.org/> ACTFL
- <https://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

BOE Approved Texts

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following

options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

<https://www.nj.gov/education/aps/cccs/ELL.htm> Resources

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Graphic organizers

Special Education

<https://www.nj.gov/education/specialed/> Resources

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).

- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions

- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Resources <https://www.nj.gov/education/aps/cccs/gandt/>

