

# 2nd Grade Spanish

## Course Compendium

### **UNITS OF STUDY\***

Unit 1- *All About Me* (September - November)

Unit 2- *My School* (November - January)

Unit 3- *My Community* (January - March)

Unit 4- *My World* (March - June)

### **INTERDISCIPLINARY CONNECTIONS**

#### **Social Studies**

**6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Language Arts**

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RI.2.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2 topic or subject area

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **21st Century Life and Careers**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Technology**

**8.2.2.B.4** Identify how the ways people live and work has changed because of technology.

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>● <a href="#">WIDA Can Do Descriptors for Grades 2-3*</a></li> <li>● <a href="#">WIDA Essential Actions Handbook</a></li> <li>● <a href="#">FABRIC Paradigm</a></li> <li>● <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p style="text-align: center;"><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Jersey Tiered System of Supports</a></li> <li>● <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>● <a href="#">UDL Checklist</a></li> <li>● <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>● <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>● <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p style="text-align: center;"><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <hr/> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<ul style="list-style-type: none"> <li>• Use a calculator or table of “math facts”</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>• Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>• Sit where he/she learns best (for example, near the teacher)</li> <li>• Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process oral information and directions</li> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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**At Risk Learners / Differentiation Strategies**

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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