

LONG BEACH ISLAND CONSOLIDATED
SCHOOL DISTRICT

Content Area: World Language

Course Title: World Language

Grade Level: 2

Unit 1: Around The Classroom

Ongoing

Unit 2: Expressing Ourselves

Ongoing

Unit 3: Calendar & Numbers

Ongoing

Unit 4: Seasons & Weather

Ongoing

Unit 5: Our Families & Animals

Ongoing

Unit 6: Our Bodies & Clothing

Ongoing

Date Created: 07/11/2012

Board Approved on: August 18, 2015

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
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

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.

<ul style="list-style-type: none"> • How do you express how you're feeling? 	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • expressions in conversations 	<p>Unit Objectives <i>Students will be able to...</i></p>

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>

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
WORLD LANGUAGE CURRICULUM**

Unit 2 Overview

Content Area: World Language	Grade:2
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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
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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none">• How do you greet and say farewell to someone in Spanish?• How do you express how you're feeling?	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none">• The learner will be able to greet people in Spanish using culturally authentic expressions and vocabulary.
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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.
- 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/>

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT 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
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

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).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • 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 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The learner will be able to state the past, present, and future date using a calendar
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • 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 	<p>Unit Objectives <i>Students will be able to...</i></p>

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

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT 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
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
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 <ul style="list-style-type: none"> • What is the weather and season of the year? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to describe the weather or give a weather report.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • 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 <i>Students will be able to...</i>

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

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
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
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 <ul style="list-style-type: none"> • What do we call family members? • What do you eat? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to name family members, pets, and foods they like to eat
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • 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 <i>Students will be able to...</i>

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.
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- 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
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- 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

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
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
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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 <ul style="list-style-type: none"> • What are the main parts of the human body? • What clothes are matched to what body parts? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The learner will be able to identify parts of the body. • The learner will be able to identify basic articles of clothing.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • understand and identify parts of the body • understand and identify articles of clothing 	Unit Objectives <i>Students will be able to...</i>
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Class Participation • Teacher Observation • Oral Assessments 	<ul style="list-style-type: none"> • Question/ Answer
Summative Assessments <ul style="list-style-type: none"> • 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 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