

Second Grade World Language Curriculum

Unit: At School	Time: September- November	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can identify various school supplies.• I can count up to 20.• I can ask and answer requests for additional supplies.• I can perform basic addition and subtraction operations.	<p>Standards:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.1 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.3 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
<p>Benchmark Assessment(s)</p> <p>➤ SWBAT:</p> <ul style="list-style-type: none">○ Follow directions to gather a specific quantity of school supplies.○ Name and Identify school supplies.○ Ask for additional school supplies.○ Add and subtract quantities of school supplies.○ State the remainder of school supplies.○ State the total number of school supplies distributed.		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric <p>Materials</p> <ul style="list-style-type: none">• Index Cards• Smart Board• Document Camera• Various school supplies• Touch and feel box

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SUGGESTED ACTIVITIES

- Vocabulary activities.
- Touch and feel box to guess the school supply inside.
- Worksheet to match term to item.
- Label actual school supplies.
- TPR activities with supplies.
- Distribute, add, and subtract supplies.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Pretend you are getting ready to go back to school. Come up with a budget and write a shopping list of school supplies that you would need and their corresponding prices.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: El escritorio, El pupitre, El libro, El cuaderno, El lapis, La goma, Las Tijeras, La regla, El pegamento, la bandera, el reloj, los crayones, el mercador, la carpeta, el papel

Cross-Curricular Connections

21st Century Skills (CRP12) Work productively in teams while using cultural global competence.

Technology (8.2.2.E.4) Use appropriate terms in conversation (e.g. basic vocabulary)

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Language Arts: (L.2.3.)Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Unit: Sports

Time: December- February

Standards:

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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

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.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.

7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Essential Questions

- Why do people speak different languages?
- How is Spanish different from English?
- Why is it important for me to learn another language?

Enduring Understandings

- I can provide details about myself.
- I can answer questions about past actions.
- I can present information orally.
- I can express a preference between sports.
- I can locate pictures of different sports.

Benchmark Assessment(s)

- SWBAT
 - Provide details about one's self such as age, date of birth and likes.
 - Answer questions about past actions related to a sporting event.
 - Name different sports by pictures of equipment.
 - Present information orally by answering questions in a mock-interview.
 - Locate and print at least 3 pictures of a chosen sport.

Other Assessments

- ✓ Formative (On-going): Teacher observation, rubrics
- ✓ Summative (Culminating): Presentational rubric

Materials

- Smart Board
- Document Camera
- Map or globe
- Various texts about Latin America

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SUGGESTED ACTIVITIES

- Review known vocabulary associated with sports and add new vocabulary.
- Read interviews of athletes (<http://www.desabi.es/entrevista-a-la-atleta-diana-martin-actual-campeona-de-espana-de-cros/>)
- Match pictures to the name of the sporting event.
- Perform TPR actions to practice sport vocabulary.
- Activity ideas for interviewing athletes (<http://funforspanishteachers.blogspot.com/2014/02/project-winter-olympic-athletes-spanish.html>).
- Student takes on personas of athletes and provide personal details and about a major sporting event to an interviewer.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Use your knowledge of sporting event vocabulary to give an oral report based on an athlete interview.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: corer, ganar, entrar, marcar un tanto, tirar/lanzar, rebotar, bloquear, quedar empatado, meter, empezar, jugar, perder, poder

Cross-Curricular Connections

21st Century Skills (CRP12) Work productively in teams while using cultural global competence.

Technology (8.2.2.E.4) Use appropriate terms in conversation (e.g. basic vocabulary)

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Language Arts: (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Unit: Travel Agent		Time: March- April	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can explore various Spanish-speaking locations.• I can discuss modes of transportation.• I can provide reasons for traveling to different places.• I can exchange information digitally.		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.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.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. 7.1NM.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.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Explore various Spanish-speaking locations using the Internet and other resources, such as books or travel brochures.○ Discuss modes of transportation using “por.”○ Provide reasons for travelling to different places using “para.”○ Exchange information digitally by sending a mock email using the shared documents folder on the server.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• Literature on different countries• Travel brochures• Smart board• Document camera• Supplemental Online websites

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SUGGESTED ACTIVITIES

- Explore extended vocabulary (<http://quizlet.com /32824987.spanish-lesson-11-en-una-agencia-de-viajes-flash-cards/>)
- Read and translate a dialogue from a travel agency (<http://www.tes.co.uk/teaching-resource/Di-and-225-logo-en-la-agencia-de-viaje-6096147/>)
- Locate and identify Spanish-speaking countries on a map.
- Discuss the modes of transportation that are popular in various countries.
- Conjugate the irregular verb “ir.”
- Compare and contrast the basic uses of the preposition “por” and “para.”
- Examine emails composed in Spanish and create one using Microsoft Word following the proper cultural etiquette.
- Students will role-play agents in a travel agency and provide details about the trips they have booked for other people.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Pretend you are the teacher and create your own math problem involving adding or subtracting within 100. Use as many Spanish words and new vocabulary as you can into your word problem. Type into a word document and display for the class. Lead the class in a lesson to solve your problem.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: carro, camion, motocicleta, bus, a cabello, a pie, helicopter, avion, bicucketa, por, va

Cross-Curricular Connections

21st Century Skills (CRP12) Work productively in teams while using cultural global competence.

Technology (8.2.2.E.4) Use appropriate terms in conversation (e.g. basic vocabulary)

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Language Arts: (L.2.3.)Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Unit: Summer Vacation	Time: May- June	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can explore the climate and weather of a Latin American country.• I can name clothing appropriate to a destination’s weather/season.• I can recommend a particular destination based on the activities available and preference.• I can use the verb “voy” to show destination.	<p>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.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Research the season, climate, weather, and available recreational activities of a chosen/assigned country in Latin America.○ Name and choose clothing that is appropriate for the particular season/weather/activities of the country.○ Label all clothing vocabulary.○ Use the verb “voy” in a sentence to state where they are choosing to go.○ State a preference using “me gusta” to provide a reason for going to the chosen destination.○ State the season and weather for a given month for the destination.		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric <p>Materials</p> <ul style="list-style-type: none">• PebbleGo• BrainPopJr• Smart Board• Document Camera• Classroom calendar• Classroom map or globe

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SUGGESTED ACTIVITIES

- Use the Weather Channel website in Spanish to research current conditions and temperatures (<http://espanol.weather.com/>).
- Have students create a paper suitcase for them to draw or cut and paste pictures of clothing and label them. Write destination and weather information in the suitcase.
- Students can make flashcards of clothing vocabulary on index cards and “pack” them into their “suitcases.”
- Bring in actual oversized clothing for a TPR activity.
- Dress paper dolls for different countries.
- Name different places in town and use create “voy” sentences.
- Have the students create a survey about the different recreational activities they like to do.
- Create word webs of the information gathered about each country.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Choose a partner in class and pretend you are pen pals from different locations in Latin America. Tell your pen pal about the weather (temperature) where you are, what you like to do for fun, what clothes you wear in this climate, etc. Use as many new vocabulary and/or other Spanish words in your letter. Use the proper format for a letter including the date, dear _____, From _____.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: la playa, el zoológico, la piscina, el parque, Dormir, Jugar, Leer, el avión, el autobús, el coche, el tren, el barco

Cross-Curricular Connections

21st Century Skills (CRP12) Work productively in teams while using cultural global competence.

Technology (8.2.2.E.4) Use appropriate terms in conversation (e.g. basic vocabulary)

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Language Arts: (L.2.3.) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Unit: Math		Time: May- June	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can use and recognize vocabulary for basic math operations.	<p>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.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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> <p>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Recite and write the numbers 1-15.○ Recognize the pattern for the number series 16-19, 20-29, and 30-100.○ Count up to 100.○ Perform the basic mathematical operations of addition and subtraction orally and in writing.○ Solve short word problems using the terms more, less, add, subtract and equals.○ Create a study guide that contains rules for counting up to 100 in Spanish as well as a word bank for mathematical terms.		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric	
		Materials <ul style="list-style-type: none">• Number line• White board• Smart board• Document camera• Supplemental Online websites	

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SUGGESTED ACTIVITIES

- Solve basic word problem sentence
- Use vocabulary reinforcement activities for numbers by tens and 1-15 such as TPR, games from quia.com, studyspanish.com and discovered.com.
- Use Reflex math to generate math problems and have the students match the correct Spanish terminology or read the problem aloud.
- Worksheet that uses words in place of numerals in addition and subtraction problems from spanishspanish.com.
- Jump places on a number line.
- Count objects in the room.
- Count money.
- Word scramble puzzles, crossword puzzles, and word searches to practice spelling numbers.
- Set spell check language to Spanish if students use the computers to type out the study guide.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.
- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Pretend you are the teacher and create your own math problem involving adding or subtracting within 100. Use as many Spanish words and new vocabulary as you can into your word problem. Type into a word document and display for the class. Lead the class in a lesson to solve your problem.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: 1-100, Mas, Menos, Sumar, Restar, Son, igual

Cross-Curricular Connections

21st Century Skills (CRP12) Work productively in teams while using cultural global competence.

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