



West Windsor-Plainsboro Regional School District
Spanish Grade 2

**Unit 1A: Vamos a la escuela
(Let's go to school)**

Content Area: World Language

Course & Grade Level: Grade 2 Spanish

Summary and Rationale

Our 2nd grade amigos (friends) in West Windsor-Plainsboro are about to begin their Spanish language journey! This curriculum is the first step of a four year adventure through the Elementary World Language program. After elementary school, students will have the option to continue learning Spanish in middle school and high school, which will allow students to acquire advanced proficiency in the language.

The first unit is divided into two sections Unit 1A (*Vamos a la escuela*) and Unit 1B (*Rafael va a la escuela*). In the first part of the unit, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills (listening and responding physically to the teacher's directions and instructions). Once they have internalized high frequency expressions, they begin to respond verbally in Spanish when asked personal questions. Children begin the unit as Novice Low speakers with little functional ability to communicate. By the end of unit 1A, many children have progressed to the Novice Mid-range.

20 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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.

Standard 7.1.NL Interpretive Mode of Communication: Novice low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

CPI #

Cumulative Progress Indicator (CPI)

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.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
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.
Standard: 7.1.NL Interpersonal Mode of Communication: Novice low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.	
CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
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.

Standard: 7.1.NL Presentational Mode of Communication: Novice low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
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.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Reading Informational Text

CPI #	Cumulative Progress Indicator (CPI)
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies
and Key Skills**

Critical Thinking and Problem-solving

CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**New Jersey Student Learning Standards for Computer Science and Design
Thinking**

Computing Systems

CPI #	Cumulative Progress Indicator (CPI)
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.

New Jersey Learning Standards for Social Studies

Civics, Government, and Human Rights: Participation and Deliberation

6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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Instructional Focus

Unit Enduring Understandings

Children will understand that:

- All people in our school are a valuable part of the community.
- It is important to listen, observe and actively participate when learning another language.
- A conversation requires more than answering questions.
- People can communicate using physical actions and pictures to convey understanding.

Unit Essential Questions

- How can I better understand when I do not know everything that I hear?
- How can I talk to someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

Objectives

Students will know:

- Roles of people in the classroom.
- Commands and instructions for basic classroom behaviors and procedures.
- Names of colors.
- The numbers 0-31.
- How to ask for names and introduce themselves and others.
- How to ask and answer questions about feelings.
- Names of modes of transportation between school and home.
- The names of different classroom objects.
- Greetings and leave-taking expressions.
- Fall and winter months and weather conditions.
- How to state likes and dislikes.
- How to describe items in their backpacks (size and color).

Students will be able to:

- Recognize and identify members of class.
- Follow instructions.
- Identify colors (red, yellow, black, white, gray, brown, purple, pink, green, blue and orange).
- Express likes/dislikes.
- Recognize numbers (0-31).
- Ask and answer questions repeatedly practiced (*¿Cuál es tu nombre? ¿Cómo te llamas? ¿Cómo estás?*).
- Identify modes of transport to and from school - *carro/autobús/caminar*.
- Identify classroom supplies.
- Greet people (*Buenos días/buenas tardes/buenas noches*).
- Recognize and give classroom instructions
- Recognize and identify weather and months of Autumn & Winter.
- Identify numbers (0-31) orally and in writing.
- Describe the backpack with the actions - open/close/has (*abre/cierra/tiene*)
- Describe the quantity of objects in school - 2 pencils, three crayons etc.
- Compare Autumn and Winter

Evidence of Learning

Assessment:

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the Spanish language program.

The 2nd grade Spanish common assessment will be in Unit 1B.

Resources

Suggested Resources

- Classroom supplies
- Video Colores de la casas en Colombia:
<https://www.youtube.com/watch?v=nmAHhvIrbek&feature=youtu.be>
- "De qué está hecho un arco iris?" by Betty Ann Schwartz
- Teacher generated handouts
- Video "La mochila pesada": <https://www.youtube.com/watch?v=izbVTWnzBLU>
- Video "La mochila roja": <https://www.youtube.com/watch?v=HfcrHBfqOgo>
- Various books about the seasons
- Songs and videos from "Professor Parrot speaks Spanish."
- Songs (colors, numbers, greetings)
- Games (guessing/matching/memory) "Así vamos a la escuela" by Edith Baker

- Props for modes of transports - Visuals for classroom actions and commands
- “Lola en la biblioteca” by Edith McQuinn
- Classroom based activities using technology tools (Flipgrid, Google Classroom, StoryBook Creators, etc.)

**Unit 1B: Rafael va a la escuela
(Rafael goes to school)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 2

Summary and Rationale

By unit 1B, students have progressed to the Novice Mid range and are able to communicate using memorized words and a few phrases to identify familiar objects and respond to very familiar questions about themselves, their classroom, and school friends resulting in the retelling of the story “*Rafael va a la escuela*”.

20 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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.

Standard 7.1.NM Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Focus
Unit Enduring Understandings
Children will understand that <ul style="list-style-type: none"> ● All people in our school are a valuable part of the community. ● It is important to listen, observe and actively participate when learning another language. ● A conversation requires more than answering questions. ● People can communicate using physical actions and pictures to retell a story.
Unit Essential Questions
<ul style="list-style-type: none"> ● How can I better understand when I do not know everything I hear? ● How can I talk to someone in another language when I am just starting to learn it? ● What will help my classmates, my teacher, and others understand me better?
Objectives
Students will know: <ul style="list-style-type: none"> ● Commands and instructions for basic classroom behaviors and procedures. ● The numbers 0-31. ● How to ask for names and introduce themselves and others. ● How to ask and answer questions about feelings.

- The names of different classroom objects.
- Greetings and leave-taking expressions.
- Fall and winter months and weather conditions.
- How to state likes and dislikes.
- How to describe items in their backpacks (size and color).
- Vocabulary and functions to retell a story (*Rafael y la mochila*).

Students will be able to:

- Follow instructions.
- Express likes/dislikes.
- Recognize numbers (0-31).
- Ask and answer questions repeatedly practiced (*¿Cuál es tu nombre? ¿Cómo te llamas? ¿Cómo estás?*).
- Identify classroom supplies.
- Greet people (*Buenos días/buenas tardes/buenas noches*).
- Recognize and give classroom instructions.
- Recognize and identify weather and months of autumn & winter.
- Identify numbers (0-31) orally and in writing.
- Describe the backpack with the actions - open/close/has (*abre/cierra/tiene*).
- Ask and answer repeatedly practiced questions about the backpack.
- Describe the quantity of objects in school - 2 pencils, three crayons etc.
- Identify, describe and narrate a story about a student going to school.
- Compare autumn and winter.
- Copy/write words, and phrases about a text.

Evidence of Learning

Assessment:

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students' progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the Spanish language program.

2nd grade common assessment: Students will create an oral and written presentational task to retell the story, "Rafael y la mochila."

Resources

Core Text:

-TPRs and booklet of "*Rafael y la mochila*"

Suggested Resources

- Classroom supplies

- Video Colores de la casas en Colombia:

<https://www.youtube.com/watch?v=nmAHhvrbek&feature=youtu.be>

- “De qué está hecho un arco iris?” by Betty Ann Schwartz

- Teacher generated handouts

- Video “*La mochila pesada*”: <https://www.youtube.com/watch?v=izbVTWnzBLU>

- Video “*La mochila roja*”: <https://www.youtube.com/watch?v=HfcrHBfqOgo>

- Various books about the seasons

- Songs and videos from “Professor Parrot speaks Spanish.”

- Songs (colors, numbers, greetings)

- Games (guessing/matching/memory) “*Así vamos a la escuela*” by Edith Baker

- Visuals for classroom actions and commands

- “*Lola en la biblioteca*” by Edith McQuinn

- Classroom based activities using digital tools (Flipgrid, Google Classroom, StoryBook Creators, etc.)

**Unit 2: Mi cumpleaños
(My birthday)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 2

Summary and Rationale

In this unit, students will explore important milestones in an elementary child's life in a Spanish speaking country. Children will learn about the similarities and differences between Hispanic birthday parties and celebrations in the United States. Within this context, they develop understanding of some perspectives, practices and products related to birthday celebrations.

Recommended Pacing

20 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

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7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
<p>Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Focus

Unit Enduring Understandings

- Birthday celebrations in different countries have many similarities, yet the differences reflect the cultural perspectives of the people.
- It is important to listen, observe and actively participate when learning another language.
- Learners do not need to know all the words that they hear because they can convey and interpret meaning through the use of gestures, body language, rephrasing and circumlocution.

Unit Essential Questions

- How can I talk about birthday celebrations in Spanish with my teacher and classmates? What do I do when I cannot find the word I need?
- How is my birthday party different from that of a student from a Spanish-speaking country?
- How is my family similar or different from other families?

Objectives

Students will know:

- How to sing birthday songs in Spanish.
- Seasons, months, and weather.
- How to ask and answer questions about birthdays.
- Numbers 0-31.
- The days of the week.
- Which days are school days and days for Spanish class.
- Expressions for stating the date ('today is/tomorrow will be/ yesterday was').
- Read a calendar in Spanish.
- Titles family members - mom/dad/brother/sister/grandparents.
- How to ask and answer questions about family members.
- Names of a few pets.
- How to ask and answer questions about birthday and age.
- How to write names, relationships, birthdays, and ages of family members.

- Expressions to state preferences.
- Basic objects and activities found in a Spanish-speaking family party.

Students will be able to:

- Sing the ‘Cumpleaños Feliz’.
- Identify seasons/months and weather.
- Identify birthdate.
- Identify numbers (0-31).
- Identify days of the week.
- Identify school days and days for Spanish class.
- Identify the date with ‘today is/tomorrow will be/ yesterday was’.
- Identify family members - mom/dad/brother/sister/grandparents.
- Ask and answer questions about family members (*se llama/es*).
- Identify pets.
- Ask and answer questions about birthday and age.
- Identify in written form name/relation/birthday and ages of family members.
- Express preferences (likes/dislikes).
- Identify and describe objects and activities found in a party.

Evidence of Learning

Assessment

Teachers will continually check for understanding and assess student learning throughout the unit, and will adjust their instruction as necessary based on students’ progress and areas of need. Additionally, students will be given many opportunities to self-assess and set goals for themselves aligned with a child-friendly proficiency rubric which will help them to understand learning goals in the Spanish language program.

Students will create a cultural product related to the theme of the unit, namely that of birthday celebrations.

Resources

Core Text:

- “*Mi cumpleaños*” by Esther Torres

Suggested Resources:

- “*La Piñata Perfecta*” by Kyle Dominguez
- Large colored pictures of 4 scenes from the story
- Birthday party decorations and materials
- Plastic fly swatters for matamoscas
- Calendars
- Visuals for weather and seasons

- “A Letter to Amy” by Ezra Jack Keats
- Teacher generated manipulatives and group kits for interpersonal activities (days of the week, months, seasons, birthdays, family)
- Video “Los días de la semana”: <https://www.youtube.com/watch?v=v7mm8MC1MgY>
- Video Days & weather:
<https://www.youtube.com/watch?v=GFYtTKAdfNU&list=PL4D22705809FEF49C>
- Video “Cumpleaños feliz”: <https://www.youtube.com/watch?v=UUBq3aLsgEE> -
“Descubre el español con Santillana”...*Mi fiesta de cumpleaños*
- “Bad Dog Marley” by Grogran and Cowdrey
- Songs and dances (days of the week; Macarena for months of the year; Feliz cumpleaños)
- Teacher generated handouts
- Classroom based activities using digital tools (Flipgrid, Google Classroom, Story Book creators, etc.)