

Spanish Curriculum



Grade 2: Unit One

Title: Hello, It's Me!

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for Grade 2 consist of the following four thematic units of study:

Unit 1: Hello, it's me!

Unit 2: My family

Unit 3: My school

Unit 4: My activities

Pacing Chart – Unit 1

#	Student Learning Objective	CCSS	9 weeks
1	Students demonstrate knowledge of body parts.	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.3	
2	Students demonstrate comprehension of simple oral and written physical descriptions.	7.1.NM.A.1 7.1.NM.A.2	
3	Students demonstrate comprehension of simple oral and written personality traits.	7.1.NM.B.3 7.1.NM.A.2 7.1.NM.A.4	

Effective Pedagogical Routines/Instructional Strategies

Modeling

Shared Read Alouds

Collaborative problem solving

Model (I Do), Prompt (We Do), Check (You Do)

Whole class discussions

Storytelling

Role playing/Dramatization

Multiple Response Strategies

Think Pair Share

Turn and Talk

Choral reading

Reading partners

Charting

Visuals

Writing to learn

Rereading & rewriting

Interviews

Gallery walks

Diagrams, charts and graphs

Flash cards

Word Study Drills

Note taking

Coaching

Reader's/Writer's Notebooks

Quick writes

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern in learning

Educational Technology

Standards

8.1.2.A.1, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
 - Identify the basic features of a computer and explain how to use them effectively.
- **Creativity and Innovation**
 - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
 - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
 - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
 - Use mapping tools to plan and choose alternate routes to and from various locations.

LINK: <http://www.state.nj.us/education/cccs/standards/8/>

Computer Skills

Basic Computer Skills

- Turn on the monitor
- Turn off the monitor
- Turn on the computer
- Turn off the computer
- Verbally identify computer parts:
 - Computer
 - Monitor
 - Screen
 - Keyboard
 - Mouse
 - Mouse pad
- Use the mouse
- Locate alphabet letters

Programs

- Kids Works Deluxe
- Microsoft Word
- Internet Explorer



Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

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.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Color code materials

Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

Seeking to build each learner’s capacity to do the following:

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| <ul style="list-style-type: none"> • Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways. • Pose questions and exhibit sincere curiosity about principles and how things work. • The ability to grasp concepts and make real world and cross-curricular connections. • Generate theories and hypotheses and pursue methods of inquiry. • Produce products that express insight, creativity, and excellence. • Possess exceptional leadership skills. • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Purposeful Learning Center | <ul style="list-style-type: none"> • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the ‘regular’ curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources. |
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Assessments

Required District/State Assessments

- Star Early Literacy or STAR Reading
(Students with CPL ≥ 3.5)
- NJDOE Model Curriculum Unit Assessment
(Students with CPL ≥ 3.5)
- ESL Unit Level 1-2 Assessment (Students with
CPL ≤ 3.4)
- W-APT oral language proficiency test /
ACCESS

**Suggested Formative/Summative Classroom
Assessments**

- Academic/Domain Specific Vocabulary
- Homework
- Accountable Talk
- Graphic Organizers
- Journals
- Projects
- Portfolio
- Observation
- Role Playing/Dramatization
- Journals
- Presentations (incorporating Web 2.0 tools)
- Student Conferencing

Enduring Understanding:

- Language and communication skills are present to assist us with learning a second or a third language
- Language connects me to others
- Language can be used to describe people and places
- Physical appearance of humans is related to genetics

Grade: 2	Unit: One	Topic: Hello, it's me!
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.3		
ACTFL Modes of Communication: <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Students demonstrate	<ul style="list-style-type: none"> • Which parts of my body are the most important? 	<u>Las partes del cuerpo</u> Students sing along “Las partes del cuerpo” and point to the parts as they use the	Las partes del cuerpo - una canción https://www.youtube.com/watch?v=pOg6y-Q59eM	<i>Nouns</i> in Spanish are either masculine or feminine and they are determined by an

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>knowledge of body parts.</p> <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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.B.4</p>	<ul style="list-style-type: none"> What are senses? 	<p>words.</p> <p><u>Simón Dice</u> Students play a game of “Simón Dice” in Spanish.</p> <p><u>Label it correctly</u> Students label body parts in Spanish on the provided activity sheet. Or Use the Interactive Activity link onlinefreespanish.com</p> <p><u>Responses</u> Teacher asks questions in reference to how many of a certain part do students have. Students will write on white boards and hold up their answers. i.e. Cuantos ojos tienes? Answer – dos</p> <p><u>¿Para qué son?</u> Teacher reads the story “¿Para qué son?” Students follow written text provided to them. In groups, students</p>	<p>Las Partes Del Cuerpo Para Niños https://www.youtube.com/watch?v=dTrFeTDdXqU</p> <p>Spanish Vocabulary Games El cuerpo humano 1. http://www.spanish.cl/Vocabulary/Games.htm 2. http://www.spanish.cl/vocabulary-games/parts-of-the-body.htm</p> <p>Interactive Activity http://onlinefreespanish.com/aplica/lessons/body/body2.htm#.VzDTVdIrKUI</p> <p>Rockalingua https://rockalingua.com/worksheets/parts-body-worksheet</p> <p>Santillana – Antología 2 ¿Para qué son? http://online.descubreelespa</p>	<p>article.</p>

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>		<p>respond to comprehension questions about text and then report back to the whole group.</p>	<p>nol.com/elearningcenter/anthologyAnnotated/L2/files/assets/basic-html/page38.html Comprendo lo que leí http://online.descubreelespanol.com/elearningcenter/anthologyAnnotated/L2/files/assets/basic-html/page39.html</p> <p>Spanish4teachers.org http://spanish4teachers.org/files/Worksheet_Body_Parts_Spanish.pdf</p>	
<p>SLO # 2</p> <p>Students demonstrate comprehension of simple oral and written physical descriptions.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic</p>	<ul style="list-style-type: none"> • How am I? • What are the physical characteristics that make me different from my friends? • What do I look like? 	<p><u>TPR</u> Teacher uses TPR to introduce physical descriptions. Students guess the answers.</p> <p><u>How am I?</u> Students write a sentence about themselves, including two descriptive adjectives i.e. Yo soy alta y guapa.</p>	<p>Total Physical Response (TPR)</p> <p>Notebooks/Journals</p>	<p><i>Adjectives</i> are frequently descriptive. Most often, adjectives to describe a noun or distinguish a noun from a group of similar objects.</p>

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>		<p><u>How are they?</u> Teacher holds an image and provides two descriptive adjectives. Students will hold A or B cards based on the correct answer that matches the image.</p>	<p>Images from the web, magazines, etc. Flashcards</p>	
<p>SLO # 3</p> <p>Students demonstrate comprehension of simple oral and written personality traits.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave takings, and daily interactions.</p>	<ul style="list-style-type: none"> • How am I different than my friends? • What are my personality traits? 	<p><u>The right gender</u> Students are provided with incomplete sentences and a word bank. Students complete the sentences with the gender appropriate physical characteristic.</p> <p><u>Select the right adjectives</u> Teacher creates a short descriptive paragraph about school aged children. Students underline personality trait adjectives.</p> <p><u>Tell us about your friend</u></p>	<p>Teacher created resources</p> <p>Teacher created resources</p>	<p><i>Adjectives</i> in Spanish change form depending upon the word they modify is masculine or feminine, singular or plural.</p>

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<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.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p>Students take turns to describe a classmate by using one descriptive adjective and one personality trait.</p> <p><u>Guess who it is!</u> Students take turn to provide description of one classmate. The group will guess the identity based on the provided description. i.e. Ella es baja, tiene el pelo negro y es muy inteligente. ¿Quién es?</p>		

Unit 1 Vocabulary			
Unidad 1: Vocabulario: Hello, it's me!			
Greetings / Los Saludos	Introductions / Las Presentaciones	Expressions/Expresiones	Commands/Comandas
Hola Buenos días Buenas tardes Adiós Chao Hasta luego Hasta mañana ¿Cómo estás? ¿Qué tal? ¿Qué pasa? Bien Muy bien Así así Mal Muy mal Gracias Por favor	Yo soy ... ¿Cómo te llamas? Me llamo ... ¿Quién es? Él es ... Ella es ... Un niño Una niña Mi amigo Mi amiga Mi profesora Señor Señora Señorita El chico La chica El hombre La mujer	Silencio, por favor Muy Bien Bien hecho Fantástico Lo puedes hacer Échale ganas ¿Cómo se dice? No entiendo ¿Y usted? ¿Y tú? Yo tengo Él tiene Ella tiene	Empecemos Escuchen Repitan Siéntate Siéntense Levántate Levántense Levanta la mano Levanten la mano Bajan la mano Vamos

Unit 1 Vocabulary			
Unidad 1: Vocabulario: Hello, it's me!			
Body Parts/ Las partes del cuerpo	Adjectives/ Los adjetivos	Descriptions/ Las descripciones	Personality traits/
El pelo La cabeza El cuello La cara El pelo Los ojos La nariz La boca La oreja Los hombros Los brazos Los dedos Las manos La espalda La barriga Las piernas Los pies	Bajo/ Baja Alto/ Alta Pequeño/ Pequeña Grande/ Grande Joven/ Joven Viejo/ Vieja Bonito/ Bonita Guapo/ Guapa Feo/ Fea	Pelirrojo/ Pelirroja Tengo/Tiene pelo rubio Tengo/Tiene pelo negro Tengo/Tiene pelo castaño Tengo/Tiene ojos negros Tengo/Tiene ojos verdes Tengo/Tiene ojos castaños Tengo/Tiene ojos azules	Simpático/ Simpática Bueno/ Buena Malo/ Mala Generoso/ Generosa Estudioso/ Estudiosa Divertido/ Divertida Cómico/ Cómica Serio/ Seria Loco/ Loca Inteligente interesante

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Students use a picture of their role model i.e. relative, famous person, etc. and provide descriptions; two physical characteristics and one personality trait in the target language.</p> <p>RUBRIC REQUIRED</p>	<p>2. Students write a short introductory letter to a host family describing themselves.</p> <p>RUBRIC REQUIRED</p>