Course Title: 2nd Grade Spanish

Subject: World Language - Spanish

Grade Level: 2nd Grade

Duration: 1 year/ Meeting once per cycle

Prerequisite: NONE

Elective or Required: Required

World Language Mission Statement

The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a pluralistic American society and the world. We, in the World Language Department, believe every individual in our schools is capable of acquiring a second language to the best of their ability. In our endeavor to develop passionate, confident, lifelong learners, we are emphasizing the five national standards: Communicate in Languages Other Than English; Gain Knowledge and Understanding of Other Cultures; Connect With Other Disciplines and Acquire Information; Develop Insight into the Nature of Language and Culture; and Participate in Multilingual Communities at Home and Around the World. These standards are presented within the four basic areas of language learning: Listening, Speaking, Reading and Writing. Students will be expected to take an active role in the learning of the target language since true communication is an active process.

Course Description:

The second grade Spanish program’s main goal is to continue introducing basic vocabulary while still referring back to past vocabulary and skills. Students will be encouraged to use vocabulary in sentences in a communicative setting. Students will also be exposed to cultural components necessary to learning a second language. Hands-on, creative activities such as artwork, games, music, and consistent peer interaction will allow the students to remain engaged in order to foster communicative capabilities for the Spanish language.

Author: Cristina M. McEnery

Date Submitted: Summer 2010
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.

A. Interpretive Mode

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

B. Interpersonal Mode

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

C. Presentation Mode

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.
Unit 1: El Cuerpo

Approximate # of Weeks: 8 weeks

Essential Questions:
• How could one communicate pain when going to the doctor?
• What are the five senses in Spanish and which body parts do we use for each one?

Upon completion of this unit students will be able to:

<table>
<thead>
<tr>
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<td>7.1.NM.C.3</td>
<td>Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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Activities – include 21st Century Technologies:
• Use software to reinforce material taught (21st Century Tech)
• Draw a self portrait and label the body parts
• Play Señorita Dice (Spanish version of Simon Says)
• Use a magnetic figure to place the body parts in the correct location
• Learn how to express when a body part hurts
• Learn the five senses in Spanish
• Use a mystery object and the student has to use one of the five senses to determine what it is
Methods of Assessments/Evaluation:
- Student Responses
- Group/Class work
- Oral Evaluation

Text, Resources, and/or Literature
- Complete Spanish Teacher’s Handbook
- Teach them Spanish Grade 1
- Teach them Spanish Grade 2
- Foreign Language Flash cards
- Symtalk System
- Jump Start Spanish Software
- Teacher compiled resources

Online Resources:
- Teacher webpage
- Online textbook resources
- Specialized webpages

Unit 2: El Tiempo
Approximate # of Weeks: 8 weeks

Essential Questions:
• Why is it important to understand the weather and seasons in the Spanish countries?
• What type of weather is associated with each season?
• What are the differences when describing the weather in Spanish countries?

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<td>Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</td>
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Activities – include 21st Century Technologies:
• Use software to reinforce material taught (21st Century Tech)
• Learn the seasons
• Learn the basic weather terms
• Film a weather forecast relating to a specific country (21st Century Tech)
• Make a weather book
• Play charades using weather terms
• Describe the differences between Celsius and Fahrenheit

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Unit 3: Los Alimentos y El Ejercicio

Approximate # of Weeks: 8 weeks

Essential Questions:
• How does one order food in a Spanish restaurant?
• What is the Hispanic importance behind chocolate?
• What foods are specific to Hispanic countries?
• What are some activities that one can do to stay healthy?

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<td>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</td>
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<td>7.1.NM.B.4</td>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
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Activities – include 21st Century Technologies:
• Use software to reinforce material taught (21st Century Tech)
• Recognize basic fruits, vegetables, and other food items
• Learn how to request food in a Spanish restaurant
• Learn the history behind chocolate in Mexico
• Describe food items using previous vocabulary
• Discuss good eating habits and the food pyramid in Spanish
• Learn some basic verbs associated with exercise

Methods of Assessments/Evaluation:
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• Oral Evaluation

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Unit 4: Geografía
Approximate # of Weeks: 8 weeks

Essential Questions:
- What specific places would we visit when traveling to the Spanish speaking countries?
- Why is it important to know where the Spanish speaking countries are located on a map?

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<td>6.1.4.B.10</td>
<td>Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</td>
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<td>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</td>
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Activities – include 21st Century Technologies:
- Use software to reinforce material taught (21st Century Tech)
- Recognize all of the Spanish speaking countries and their capitals
• Learn basic important information about the countries while also linking past material
• Recognize a place of importance in each country
• Label a blank map
• Persuade the class to visit your country on their next summer/winter vacation

**Methods of Assessments/Evaluation:**
- Student Responses
- Group/Class work
- Oral Evaluation

**Text, Resources, and/or Literature**
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