

Cedar Grove School District

Cedar Grove, NJ

2017

Grade 2

World Language: Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mr. Peter Prvulovic
Mr. David Schoner
Mr. Vincent Vollero

World Language

Spanish – Grade 2

Course Description

Second Graders will have a foreign language class for 30 minutes each week.

The **Grade 2 World Language** Curriculum was designed to expand vocabulary and cultural awareness. Developmentally appropriate learning techniques will be utilized to encourage speaking in a foreign language and becoming aware of the diversity and cultural aspects of another country.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational.**

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

World Language Spanish – Grade 2 Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40												
<u>Review Family Members</u> >	█											
<u>Animals</u>												
<u>Animals, Sizes, Los Sentimientos, Cinco de Mayo</u> >							█					
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40												



Review, Family Members, Animals

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

- 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.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 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.

- Students will be able to demonstrate memorization of previously taught vocabulary.
- Students will be able to identify family members in the target language.
- Students will be able to identify animals in the target language.

- How do you say mom, dad, brother, sister, grandparent, cousin in the target language?
- How do you identify animals on the farm in the target language?
- Can you state the animal by name in the target language as well as describe it by color in the target language?

Content

- Review alphabet, numbers 0-100, colors, body parts, greetings, and feelings
- Identify animals in the target language
- Identify family members in the target language

Skills

- Students will be able to produce and build upon memorized vocabulary from previous units.
- Students will be able to identify family members in the target language.
- Students will be able to identify farm animals in the target language.

Stage 2: Assessment Evidence

Assessments

Family Tree Project

Summative: Personal Project

Students will create a family tree and label the family members in the target language.

My Farm Picture

Summative: Other Visual Assessments

Students will draw and label their favorite farm animals in the target language.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Student Centered Activities
- Flashcards
- Teacher instruction
- Worksheets
- Creating a Family Tree
- Songs;

- **Example:**



- *"vengan a ver mi granja que es hermosa"*

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <https://babadum.com/>



Animals, Sizes, Los Sentimientos, Cinco de Mayo

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.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.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 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.

Enduring Understandings

- Students will be able to identify animals including domestic pets in the target language.
- Students will be able to state the sizes of different objects in the target language.
- Students will express their feelings in the target language.

Essential Questions

- Can the student identify animals in the target language?
- Can the student label the sizes of items, objects, or things in the target language?
- Can students express their feelings in the target language?

Content

- **Animals:** *el perro, el gato, el conejo etc.*
- **Sizes:** *grande, mediano, pequeno*
- **Feelings:** *Estoy triste (I am sad), Estoy feliz (I am happy) etc.*
- **Cinco de Mayo Celebration**

Skills

- Students will be able to identify domestic animals in the target language .
- Students will be able to describe the sizes of different things, items, and animals in the target language.
- Students will be able to express how they are feeling in the target language.

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other oral assessments

Teacher will observe each child to ensure proper usage of vocabulary words as well as proper pronunciation.

Sight Word Shape Box

Summative: Other written assessments

Students will practice spelling and vocabulary recognition by using teacher generated Sight Word Shape Box Quiz in the target language

 Spanish Sight Word Shape Box.docx

Stage 3: Learning Plan

Learning Activities


- Teacher Instruction
- Worksheets
- Flashcards
- Student Centered Activities

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
 - Cinco de Mayo clips