



Greenwich Public Schools Curriculum Overview

Grade 2: FLES Spanish & French

Families as Partners in Learning

The GPS FLES (Foreign Language in Elementary School) program is offered at each elementary school. Spanish is offered in the majority of our schools beginning in grade 3. Our magnet schools which include Hamilton Avenue, International School of Dundee, Julian Curtiss and New Lebanon, begin Spanish instruction in kindergarten. Julian Curtiss School--A Magnet School of World Languages--offers students the option of Spanish or French beginning in kindergarten.

The GPS FLES program is designed to provide a solid foundation for World Language learning in preparation for secondary study and beyond. Instruction is delivered in the target language with an initial emphasis on speaking and listening, followed by reading and writing as students become more proficient. Our program provides students with the opportunity to communicate about relevant and meaningful content in thematic units related to specific core content, and to their personal experiences. FLES instruction is delivered 3 - 5 times per week, depending on the grade level, to provide students frequent interaction in the target language in order to build their linguistic proficiency and knowledge of other cultures.

As students progress through grade levels, they become more proficient in each of the four basic language skills: speaking, listening, reading, and writing as well as in their cultural understanding. Reading and writing, competencies acquired in the target language, are used to reinforce the content students have learned to communicate, while they are refining these skills in English. The FLES program's goal is to help students develop confidence in speaking, and provide an introduction to reading and writing, which will translate into a higher level of proficiency in a world language as they continue to pursue language study through middle school, high school, college and beyond.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, World Language instruction is an integrated part of the elementary curriculum and school environment. Participation in it will prepare students for a global, multilingual and multicultural environment through tolerance, understanding and the ability to communicate across language barriers.



Unit	Student Learning Expectations
<p>Unit 1: Geography: Our Neighborhood and Climate</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Neighborhoods are made up of many components. • Neighborhoods can be represented on a map. • Changes in climate, weather, and seasons affect our lifestyle and choices. 	<p>Students will:</p> <ul style="list-style-type: none"> • Create and describe a map • Name key places in a neighborhood (eg. house, restaurant, school, hospital, park) in the target language • Describe the location of people and places in the neighborhood using key vocabulary such as prepositions • State which places they visit and with whom (eg. family members) • Identify activities they like or do not like to do in the neighborhood <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 2: My School and My Classroom</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • We share school and class routines with students from different countries. • We can describe our school life in the target language, just as we do in English. 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe classroom daily routines • Identify and describe classroom supplies and objects • Express which activities students do in different school locations • Read about schools from other countries • Compare their school with schools from other countries • Identify and describe their favorite subjects and school activities <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>



<p>Unit 3: Food & Nutrition</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• There are healthy and unhealthy foods.• Foods provide energy and nutrition.• To be healthy, we eat a balanced meal that includes all major food groups.	<p>Students will:</p> <ul style="list-style-type: none">• Describe the physical characteristics of fruits and vegetables• Express likes and dislikes re: food• Categorize foods according to meals and nutritional value (healthy/unhealthy)• Compare, contrast and sort different food items according to size, taste, shape and color• Distinguish between healthy and unhealthy food• State what they eat for different meals• Ask and answer what one's favorite foods are and explain why <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 4: The Natural Life</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• There are many different kinds of living things in any area, and they all have unique characteristics.• Scientists look for interactions between animals and plants to make observations about the natural world.	<p>Students will:</p> <ul style="list-style-type: none">• Describe the living things you see in the natural world such as insects and flowers in the garden, and identify them by name, using numbers and colors with the expressions Veo and Hay• Explain how plants grow using the words in Spanish & French for <i>seed, sprout, grows, adult, produce fruits</i>• Describe nature and a garden using the five senses• Describe the weather and seasons• Ask and respond to questions about likes and dislikes regarding various plants, flowers, and fruits <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSAAC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>