



Stafford Township School District

World Language Curriculum

Grade 2-Spanish (1/2 Year)

2020 New Jersey Student Learning Standards – World Language

<https://www.nj.gov/education/standards/worldlang/Docs/2020NJSLS-WL.pdf>

Original Adoption: September 12, 2022

Introduction

The Stafford Township Public School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Stafford World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Stafford Township Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Stafford Township Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by

incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genesse, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

Grade 2-Spanish

I. Introduction/Overview/Philosophy

The main focus of the third year of Spanish is to provide our students with a solid foundation in the interpersonal communicative skills of listening and speaking with a basic introduction to writing.

How language and culture interconnect and help intercultural understanding. Students' language learning becomes a positive process, similar to the way children acquire their first language. This course also integrates learning Spanish simultaneously within the regular curriculum.

II. Objectives

Course Outline:

The list below shows only some of those items the children practice, it does not include the many others items the teacher introduces for enrichment and development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

Some of the topics listed below are introduced in 1st grade. This course will begin with a brief 1st grade Spanish review. After the review, the teacher will continue with 2nd grade topics listed below. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and practical expressions, usually in the form of questions and answers. The emphasis is on the listening comprehension and spoken language/oral communication with an introduction to reading and writing skills.

- 1st grade Spanish (Brief review - 3 classes)
- Greetings (what is your name?, my name is, how old are you? I am __ years old), farewells (see you soon) Courtesy words (por favor, gracias, de nada, mucho gusto. Read and write)
- Colors (New words: gray, orange. Read and write)
- Numbers (New words: 11-15 read and write)
- Body parts (New words: eyebrows, teeth, neck, knees. Read and write)
- Family (Mom, dad, brother, sister, grandfather and grandmother. Read and write)
- Animals (dog, cat, horse, elephant, lion, cow. Read and write)
- Clothing (Shirt, pants, dress, hat, shoes/sneakers. Read and write)
- Food (Chicken, vegetables, milk, water, juice, orange, apple, banana. Read and write)
- Holiday and Special Celebrations
 - December: "Las Posadas" or "La Navidad" (Christmas in Mexico)
 - May: Carnavales en España (Spain Carnivals)

Student Outcomes:

This course will address the three modes of communication: interpretive, interpersonal and presentational.

Through these modes students will be able to:

Model/Pronounce/Repeat the words after the teacher

Answer simple questions

Listen to the teacher and peers

Listen to authentic audio and video

Read one-word/phrase/expression flashcards

Copy letters and punctuation

Copy words and phrases

Interpretive Mode of Communication

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

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.

Interpersonal Mode of Communication

Students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include face-to-face conversations and virtual conversations.

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.

Presentational Mode of Communication

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Example of this is mode of communication which will include a presentation to a group of students.

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.

III. Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

IV. Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment- is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment- is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

One-on-one assessment

Group assessment

Peer assessment

Self-assessment

Project-Based Assessments

Listening Comprehension

Oral presentations

Questions and answers

Curriculum/Teacher Assessment

Since curriculum development is an on-going process, teachers will provide the World Language Department Supervisor with suggestions for changes and updates as this course requires.

V. Grouping

The students in this course are heterogeneously grouped according to grade level.

VI. Articulation & Sequence

This course is the first level in the sequence of the Spanish elementary school program. It is a half-year course that integrates learning Spanish simultaneously within the regular curriculum.

VII. Resources

Teach Them Spanish!, (2001) Instructional Fair

Skills for Success Spanish Elementary Workbook—Grades K-5, (2001) Winnie Waltzer-Hackett

Various text and supplemental reading

Native speakers may be invited to address the classes on cultural topics.

American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL

Web-based review programs and games such as Quizizz, Blooket, Flipgrid, Duolingo, Kahoot & Quizlet

New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.

Internet resources

Online Maps, pictures, videos, video clips from movies, and other authentic resources

VIII. Suggested Activities

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

Linguistic Activities (Any topic/vocabulary)

Logical-mathematical (Numbers)

Spatial Bodily-Kinesthetic (Greetings, farewells, I like, I don't like)

Musical (Numbers, body parts, animals, clothing, food)
Interpersonal (Greetings, farewells, I like, I don't like)
Intrapersonal (Any topic/vocabulary)
Naturalist - Physical World (Body parts)
Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)
answering questions (Any topic/vocabulary)
Listening to the teacher and peers (Any topic/vocabulary)
Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)
Whiteboard activities (Numbers, colors)
Listening and drawing activities (Any topic/vocabulary)
Google Slide activities (Any topic/vocabulary)
Quizizz, Kahoot, Quizlet, Flipgrid, Blooket activities (To review vocabulary)
Reading flashcards (Numbers, colors, animals, body parts, food, clothing)
Reading authentic texts and readers (Numbers, colors, body parts, animals)

IX. Procedures

The following practices establish a strong connection between communication and culture. The same practices are applied when making connections and comparisons, and when using the language outcome as part of local and global communities.

- *Communicate* effectively in more than one language in order to function in different types of situations and for multiple purposes.
- *Cultures* - Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- *Connections*- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- *Comparisons*- Develop awareness of the language and culture in order to interact with cultural knowledge.
- *Communities*- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

X. Interdisciplinary Connections

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Art, Language Arts, Math, Music, Science and Social Studies are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

Computer Science and Design Thinking Standards

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).

9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6, 8.2.2.ED.2).

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills Practices

9.1.2.FP.3 Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5).

Content-Based Topics

Visual & Performing Arts

- Draw with various media
- Cut and paste
- Sing songs in the target language
- Dance
- Listen to various forms of music
- Explore differences between speaking and singing
- Sing songs in a limited range
- Reading
- Identify words

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Science

- Observe weather conditions

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time

Social Studies

- Identify self by name and birthday
- Be introduced to other people and places
- Important events in history

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

XI. Accommodations & Modifications

Students with Disabilities, Students at Risk for Failure, English Language Learners, Students with 504s, English Language Learners, Basic Skills and Gifted & Talented Students.

Differentiating instruction is a flexible process that includes the planning and design of instruction, how the lesson(s) is(are) delivered, and how student progress is measured.

Teachers recognize that students are able to learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes without limiting:

- Scaffolding: Reading, writing, speaking, listening comprehension
- Teacher Modeling
- Kinesthetic activities
- Musical activities
- Verbal Cues & Prompts
- Manipulatives
- Repetition
- Grouping
- Rephrasing
- Visual Learning
- Online resources

Differentiation for Enrichment

- Individual research
- Individual presentation
- Scaffolding: Reading, writing, speaking, listening comprehension
- Provide choices of modes working
- Additional related reading
- Additional related writing
- Real world scenarios and problem solving
- Online resources

English Language Learners

- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Basic Skills

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

Economically Disadvantaged

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Students with IEPs

- Provide differentiated instruction as needed

- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in Small Group
- Allow Answers to be given orally or dictated.

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

XII. Curricular Map

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>¡En la escuela! 1st grade Spanish (Brief review - 3 classes) Greetings (what is your name?, my name is, how old are you? I am ___ years old), farewells (see you soon) Courtesy words (por favor, gracias, de nada, mucho gusto. Read and write) Colors (New words: gray, orange. Read and write) Numbers (New words: 11-15 read and write) Body parts (New words: eyebrows, teeth, neck, knees. Read and write)</p>	<p>Marking Period 1: 9 class sessions (45 minutes per week for 9 weeks)</p>	<p><i>For Support:</i> Scaffolding: reading, writing, speaking, listening comprehension Modeling Kinesthetic activities</p> <p><i>For Enhancement:</i> Individual research or presentation Scaffolding: reading, writing, speaking, listening comprehension Provide choices of modes working</p>	<p><u>NJSLS</u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4</p>	<p><u>Formative Assessment:</u> - Observations - Questioning - Character education activities - Discussion - Student response - Thematic units of study - Exit ticket - Successful completion of classwork</p> <ul style="list-style-type: none"> ➤ Matching ➤ Puzzles ➤ Reading ➤ Online review games ➤ Diagrams ➤ True or false ➤ Fill in the blanks
<p>¡En nuestra comunidad! Family (Mom, dad, brother, sister, grandfather and grandmother. Read and write) Animals (dog, cat, horse, elephant, lion, cow. Read and write) Clothing (Shirt, pants, dress, hat, shoes/sneakers. Read and write) Food (Chicken, vegetables, milk, water, juice, orange, apple,</p>	<p>Marking Period 1: 9 class sessions (45 minutes per week for 9 weeks)</p>	<p><i>For Support:</i> Musical activities Verbal Cues & Prompts Manipulatives</p> <p><i>For Enhancement:</i> Scaffolding: reading, writing, speaking, listening comprehension Provide choices of modes working Additional related reading Additional related writing</p>	<p><u>NJSLS</u> 7.1.NL.IPRET.1-4 7.1.NL.IPERS.1-6 7.1.NL.PRSNT.1-4</p>	<p><u>Formative Assessment:</u> - Observations - Questioning - Character education activities - Discussion - Student response - Thematic units of study - Exit ticket - Successful completion of classwork</p> <ul style="list-style-type: none"> ➤ Matching ➤ Puzzles ➤ Reading ➤ Online review games ➤ Diagrams

<p>banana. Read and write) Holiday and Special Celebrations December: "Las Posadas" or "La Navidad" (Christmas in Mexico) May: Carnavales en España (Spain Carnivals)</p>				<p>➤ True or false ➤ Fill in the blanks</p>
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