

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: 2

ABSTRACT

Students will explore the Spanish-speaking world through a variety of cultural and language-based activities. By the end of the year they will have a firm foundation in the three modes of communication; interpretive, interpersonal, presentational. Throughout the unit, emphasis will be placed on the relationship between language and culture, and intercultural communication and understanding. Both teacher and students will discuss and create an environment that promotes authentic use of the target language within a meaningful cultural context.

BOE Approved: 8/12/26

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Grade 2 Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: En La Escuela <i>September- November (10 weeks)</i>	Unit 2: La Clima/Las Estaciones <i>December-February (10 weeks)</i>	Unit 3: La Comunidad/Animales <i>March- June (10 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 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).	World Language Standards Interpretive Mode/Novice Low: 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).	World Language Standards Interpretive Mode/Novice Low: 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/Novice Low: 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.	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/Novice Low: 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.	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/Novice Low: 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.
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	Presentation Mode/Novice Low: 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.	Presentation Mode/Novice Low: 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.	Presentation Mode/Novice Low: 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.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion NJSL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. NJSL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. NJSL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather	ELA Companion NJSL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. NJSL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. NJSL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather	ELA Companion NJSL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. NJSL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. NJSL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather

	additional information, or deepen understanding of a topic or issue. NJSL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Mathematics NJ2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	additional information, or deepen understanding of a topic or issue. NJSL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Mathematics NJ2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	additional information, or deepen understanding of a topic or issue. NJSL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Mathematics NJ2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 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 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	Life Literacies & Key Skills 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 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	Life Literacies & Key Skills 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 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.	Design Thinking 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.	Design Thinking 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Exposure to other cultures, their textiles, and their thought processes in the World Language classroom can help foster learning opportunities for students. • Different cultures have different ways of expressing respect including the use of formal and informal language. • Learning multiple languages can help with future career opportunities and can aid in the understanding of others.	• The climate is different in varying countries around the world. Seasons are experienced differently and the climate is changing causing more of a variety. • Counting in other languages is essential for number sense, communication, and can even be considered a universal language.	• There are many types of animals around the world that serve different purposes to the community and to the greater world. • Latin America places a different emphasis on education than the United States and can also have a varied daily life than we do.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What opportunities are opened up by speaking multiple languages?	1. How is the changing climate affecting Latino countries as well as the	1. Why are there different animals in different parts of the world?

	- How can respect be shown in Latino countries and how does it differ from our country? - How can one express respect in Latino countries?	- greater global community? Is it essential to understand the different global climates? - Do numbers hold a greater influence on the global community?	- How is learning about the greater community beneficial to us now and in our future? - How is the life of a student in a Latino country different from that of a student in the United States?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal “presentation” - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal “presentation” - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities	Formative Assessments - Tests and quizzes - Exit tickets - SMARTBoard mini assessments - Partnering up - Individual and group response - Class participation - Classroom polls - Daily following of Spanish directions Summative Assessments - Individual verbal “presentation” - End of unit projects - Tests and quizzes - Group presentations Alternative Assessments - Group and individual projects - Picture prompted activities

	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law)</i>	Unit Content • Greetings • Introductions • Classroom content Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be	Unit Content • Weather vocabulary • Seasonal vocabulary • Seasonal clothing Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be	Unit Content • Farm animals • Jungle animals • Marine life Multi-unit content • Numbers and counting • Days of the week • The date • Months of the year • Weather • Seasons Interpretive Activities • Matching- Students will draw a line connecting a picture to the written vocabulary word. • Music- Various songs will be

	used which include vocabulary to help reinforce. ● Memory- Students will play memory to match images with written words of vocabulary. Interpersonal Activities ● <u>Greetings</u>- In pairs, students greet their friends. ● <u>Introductions</u>- In pairs, students introduce themselves to their friends. ● <u>Numbers</u>- Students will take turns in groups to individually count to see how high they can count. Presentational Activities ● <u>Numbers</u>- Students will take turns counting in front of the class as high as they can count. ● <u>Introductions</u>- Students will take turns coming to the front of the room in pairs to demonstrate how to introduce themselves. ● <u>I Spy</u>- Students will find classroom objects around the room as called out by the teacher or another student. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	used which include vocabulary to help reinforce. ● Memory- Students will play memory to match images with written words of vocabulary. Interpersonal Activities ● <u>Weather Interview</u>- Students will interview each other to find out their favorite seasons and weather. ● <u>Numbers</u>- Students will take turns in groups to individually count to see how high they can count. Presentational Activities ● <u>Seasons</u>- Students will call out the season that the clothing belongs to. ● <u>Calendar</u>- Students will take turns telling the date and the season to the class and having them repeat it. ● <u>I Spy</u>- Students will find objects around the room as called out by the teacher or another student. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural differences across the	used which include vocabulary to help reinforce. ● Memory- Students will play memory to match images with written words of vocabulary. Interpersonal Activities ● <u>Animal Match</u>- Students will match the head of an animal with its tail that another student has by calling out the animal's name in Spanish. ● <u>Music</u>- Students will get into groups and practice the different songs for weather, numbers, months, days of the week, etc. Presentational Activities ● <u>Animal Noises</u>- The students will stand up in front of the class and tell what sound each animal makes (e.g. "La vaca hace muuuu", etc.). ● <u>Bag of Animals</u>- Students get to reach into a bag and pull out an animal and identify it in Spanish DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural differences across the Spanish-speaking world to
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	- Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) - Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) - Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.
Resources: <i>(Include names of texts and all online resources)</i>	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly - Learning Spanish	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly - Learning Spanish	- Teacher created materials - YouTube - Various videos, games, handouts, and materials created by: - Lorena y Lenox - Spanish Playground - Spanish Mama - Señor Wooly - Learning Spanish

	- with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	- with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio	- with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum ● Kahoot ● Lumio
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing	Special Education ● Individualized Education Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing

	time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed	time given • Verbal responses when needed Gifted and Talented (Advanced) Students: • Multimedia presentations • Internet based research • Flexible grouping • Project based learning • Supplemental materials for independent learning • Curriculum pace increase • Individual topic choice by interest • Advanced thinking questions aimed to promote critical thinking • Reading materials for independent study 504 Plans • Specialized seating tools • Extended time • Oral responses on written assignments • Preferential seating • Reduced work • Modified assignments • Visual or verbal aids • Use of technology as needed
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