



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: World Language

Course: Spanish

Grade(s): 2

Course Overview

This Grade 2 Elementary Spanish course meets twice weekly to build students' functional language skills toward a Novice-Mid proficiency level. Grounded in the three modes of communication (interpretive, interpersonal, and presentational) the curriculum introduces young learners to the foundational vocabulary and structures needed to express themselves, connect with peers, and explore the Spanish-speaking world.

Across six thematic units, students engage in interactive, age-appropriate learning:

- Unit 1 (Classroom & World): Covers core basics (greetings, colors, calendar terms, weather, and school objects) to help students share information about themselves and their immediate surroundings.
- Unit 2 (Self & Family): Focuses on introductions, expressing emotions, and describing family structures to foster self-expression and personal connections.
- Unit 3 (Physical Traits & Identity): Builds descriptive vocabulary so students can detail physical characteristics, celebrate personal identity, and recognize similarities and differences among people.
- Unit 4 (Clothing, Seasons & Sports): Integrates clothing and weather vocabulary with likes and dislikes, enabling students to select appropriate attire for various seasons and activities.
- Unit 5 (Zoo Animals & Attributes): Explores high-interest animal vocabulary by describing size, color, and dietary habits while promoting cultural awareness.
- Unit 6 (Year-End Review & Creative Application): Serves as a cumulative checkpoint that connects all previous vocabulary, reinforcing long-term retention and building confidence through final creative projects.

To maximize language acquisition, this course follows a philosophy of using the target language for instruction at least 90% of the time.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

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7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Standards:

6.1.2.CivicsCM.1: Describe how individuals work together to make decisions and build a positive classroom and school community.

6.1.2.CivicsCM.3: Explain how diversity enriches a community and how sharing personal and cultural identities creates meaningful connections.

6.1.2.Geo.HE.1: Describe how weather and climate impact daily human routines, clothing choices, and living environments across different global locations.

2.MD.C.7: Tell and write time, and name/sequence units of time (days, months, seasons, and calendar concepts).

SL.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.

6.1.2.Geo.HE.1: Describe how weather and climate impact daily human routines, clothing choices, and living environments across different global locations.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

W.NW.2.3.D: Write narratives based on real or imagined experiences or events with basic story elements. Use concrete words and phrases and sensory details to convey experience and events.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

Career Readiness, Life Literacies and Key Skills Standards:

- 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.CT.3: Use a variety of types of thinking to solve problems.
- 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.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Computer Science and Design Thinking Standards:

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Career Ready Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence.

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Greet a peer and state their own name in Spanish using "Hola, me llamo..."
- Identify and name colors in Spanish when describing everyday objects.
- State date and day of the week during routine morning calendar activities.
- Describe weather and seasons in Spanish.
- Label and describe common classroom supplies in Spanish.
- Identify key school staff members and subjects using Spanish vocabulary.
- Identify and describe feelings
- Identify and introduce family members
- Describe their family
- Identify some physical traits (eyes and hair color) and describe themselves and their family members.
- Identify body and face parts.
- Identify and apply verb: Tener
- Identify clothing items by seasons.
- Review colors and describe clothes and choose correct word order and gender agreement (clothing + color word).
- Express preferences using Me encanta, Me gusta and No me gusta
- Review weather and count to 100 by tens in relationship to temperature.

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- Identify sports.
- Identify zoo animals.
- Describe zoo animals by color. Ex. El elefante es gris
- Categorize animals by size. Ex. El elefante es grande.
- Identify zoo animals based on what they eat (*carnívoro, herbívoro y omnívoro*)
- Identify fruits and describe them by colors (gender agreement).
- Review all previous vocabulary (colors, numbers, seasons, school subjects, pets, sports, zoo animals) and identify favorites.
- Share likes and dislikes
- Create end-of-the-year projects.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Welcome Back to School (Approximately 22 - 24 Days)

- Am I able to communicate in a language that is not my native language?
- How do people in Spanish speaking countries greet each other?
- How can I introduce myself in Spanish?
- How can I identify colors in Spanish?
- How are some color words said differently in some Spanish speaking countries?
- What are the cultural differences in the Spanish and American calendar?
- How can I express change in daily weather in Spanish?
- How can I identify school supplies and objects in Spanish to allow me to communicate better with my peers?

Unit 2: My Family and Me (12 - 14 Days)

- How can I introduce myself and others in Spanish?
- How can I express my feelings to others?
- How can I share information about my family with others?

Unit 3: Soy como soy (8- 10 Days)

- How can I best describe physical characteristics about myself and other people in my life?
- How do I speak about others in third person using the target language?
- How do I identify body and face parts in Spanish?
- How can I express our differences and similarities in physical characteristics within the people in my life?

Unit 4: Clothing for Seasons and Sports (14 - 18 Days)

- What type of clothes do I wear in different seasons, weather and temperature?
- How can I use colors to describe clothes items?
- Are my color preferences different or similar to others?
- What sports do you play as seasons change?
- How can I identify and describe the clothes I wear when I play a sport?

Unit 5: Zoo Virtual Field trip - What animals like to eat (7-10 Days)

- How can I identify zoo animals in Spanish?
- How can I describe zoo animals?
- How can I compare and contrast zoo animals based on what they eat?

Unit 6: My Favorites (8-10 Days)

- How can I connect what I learned at the beginning of the year with what I know now?

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- Can I share with my classmates some likes and dislikes?
- Can I share most of my favorites?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Instruction in World Language courses prioritizes teacher-curated content, featuring authentic, real-world materials specifically selected to align with each unit's thematic learning objectives. Resources and Materials listed below:

Required:

- References sheets
- Worksheets
- Google Slides and visuals documents
- Vocabulary lists
- Board games: family/pets, temperature

Recommended:

- Kahoot
- Blooket
- Games: Loteria, word search, charades, matamoscas, Simon Says, 3 corners
- Book: *Si llevas un ratón a la escuela* by Laura Numeroff.

Teacher Resources:

- Rockalingua
- Authentic video clips

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Students' *performance* and *participation* in daily routines.
- Q&A questions
- TPR: Students will be able to identify unit new vocabulary.
- Think-Pair-Share activities

Summative:

- Back to school letter to parents: Students will write a letter to their parents with the date, a greeting, name, weather, information about their school, and a farewell.
- Create a family portrait: Students draw their family members, label who the person is and what is their name.
- Mi Monstruo: Students draw a monster character and label at least 8-10 body parts. They describe 3-5 parts by using a sentence structure using the verb: Tener in 3rd person.
- Seasons, Clothing and sports pamphlet: Students create a lift-the-flap pamphlet. The

- pamphlet is divided into 4 flaps, one per season.
- Create an informational poster: Students create a poster about their favorite animal that describes: color, size and what they eat.
- All favorites Puzzle piece: Students complete a puzzle piece with all their favorites. They write one sentence per favorite. When each student finishes, the puzzle pieces are put together and create a whole class puzzle.

Benchmark:

- Complete All about me pages by unit
- Thematic vocabulary worksheets
- Familia Encanto Scavenger hunt
- Self portrait craft

Alternative:

- Conversations during daily routines.
- Completed worksheets
- Following Directions
- Guess Who?
- Complete All about me book: Students put together all pages completed throughout every unit. This is a summary of all vocabulary learned in the year.

Suggested Strategies for Modification & Differentiation

[Supports for Multilingual Learners](#)

Pictures, Illustrations, Manipulatives, Videos, Visuals vocabulary lists.

[Intervention Strategies](#)

Repeat directions, checks for understanding, reteach, modified tasks, differentiated materials.

[Modifications Chart](#)

Preferential Seating, frequent breaks.