

Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 2

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers' Names: Jennifer Russo
 Kari Gursky**

**21st Century Life And Careers Integration: Jessica Latanzio Crespo
 Barbara Shaffer**

Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language: Spanish

Scope and Sequence

Grade 2	
<p>Topic: Friendship -- Eres mi amigo.</p> <p>I. Greetings are reviewed as they apply to friendship</p> <ol style="list-style-type: none"> a. Hellos and goodbyes b. Introductions 	<p>Topic: Animals at the Zoo -- ¡Vamos al zoológico!</p> <p>II. Identify 5-10 animals and their natural habitats</p> <ol style="list-style-type: none"> a. Animal sounds b. Actions
<p>Topic: Foods -- ¿Cómo es el mercado mexicano?</p> <p>III. Recall fruits and vegetables and become familiar with more food names as they apply to an authentic market</p> <ol style="list-style-type: none"> a. Tropical fruits and vegetables b. Compare and contrast US markets to a traditional Mexican marketplace c. Monetary unit in Mexico 	<p>Topic: Holidays and Traditions -- ¡Celebremos!</p> <p>IV. Understand the other aspects of important festivals and their connections to celebrations in the US.</p> <ol style="list-style-type: none"> a. El día de los muertos—the Day of the Dead b. La Navidad—el hombre de nieve
<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business & Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy
<p>Differentiation: Refer to CPS K-2 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 World Language	Topic: Friendship -- Eres mi amigo	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 1: The student will be able to greet another appropriately depending on the time of day and identify themselves by name.	Essential Questions, Conceptual Understandings
September / about 3-4 classes	1.1. Understand basic greetings and at what time of the day to use each. (7.1.NM.A.3, 7.1.NM.B.4, 7.1.NM.B.5) 1.2. Sing a hello and a goodbye song with appropriate gestures. (7.1.NM.B.3; C.2) 1.3. Say their name in a complete sentence. (7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5) 1.4. Respond accordingly when asked their name. (7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5) 1.5. Write their name in Spanish. (7.1.NM.C.3) 1.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 1.7. Practice collaborative skills in	Essential Questions: ¿Cómo te llamas? What do you say in the morning/afternoon? Conceptual Understandings: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.	Learning Activities: Worksheet Pass the ball game Songs Assessment Models: Can student sing the hello and goodbye songs with appropriate gestures? Can the student respond appropriately in a complete sentence when asked their name? Can the student write their name? Can the student greet another appropriately based on the time of day? Additional Resources:

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>1.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>1.12. Establish and follow performance goals to guide progress in</p>		

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 1.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 World Language	Topic: Animals at the Zoo -- ¡Vamos al zoológico!	
		Goal 2: The student will be able to identify 5-10 animals and distinguish them by sound, color, size and natural habitat.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
September through January / about 13 classes	<p>2.1. Sing a song about animals and recognize cognates. (7.1.NM.A.4, 7.1.NM.C.2)</p> <p>2.2. Act out song about animals with appropriate TPR and sounds. (7.1.NM.A.2, 7.1.NM.A.5, 7.1.NM.C.2)</p> <p>2.3. Identify spoken name of animals. (7.1.NM.A.4)</p> <p>2.4. Say the names of 5-10 animals. (7.1.NM.A.4)</p> <p>2.5. Share favorite stuffed animal by telling the type of animal it is, where it lives and its name in complete sentences. (7.1.NM.B.4)</p> <p>2.6. Draw an animal in its natural habitat and write sentences identifying the animal and where it lives. (7.1.NM.C.3)</p> <p>2.7. Demonstrate recognition of certain words via TPR as they are read in a book.</p>	<p>Essential Questions: ¿Cuál es el animal? ¿Dónde vive el animal? ¿Qué dice el animal? ¿Cómo se llama tu animal? How do you say “turkey” in Spanish? Can you hear when the words “pavo” and “gracias” are said in the book? What are you thankful for? What are Jose and his friends saying to each other in the song?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the</p>	<p>Learning Activities: Song- ¡Vamos al zoológico!; La culebra (Beny Moré) Reenactments Books (Interdisciplinary) Games—Charades; Concentration; Habla como un león Video</p> <p>Assessment Models: Can student sing a song about animals and do appropriate gestures? Can student recognize cognates in song? Can student recognize spoken name of 5-10 animals? Can student say the names of 5-10 animals? Can student introduce a favorite animal to a partner? Can student makes predictions as to what happens next in a book? Can student copy phrases indicating what they are thankful for? Can the student sing along to authentic song with appropriate TPR? Can the student illustrate a part of the song and label with a sentence from the song?</p> <p>Additional Resources: Book: <u>La escapada de Marvin</u></p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Animals at the Zoo -- ¡Vamos al zoológico!	
	Subject/Grade Level: Grade 2 World Language	Goal 2: The student will be able to identify 5-10 animals and distinguish them by sound, color, size and natural habitat.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(7.1.NM.A.2)</p> <p>2.8. Predict what will happen next in a book and talk about their favorite part of a book. (7.1.NM.A.5)</p> <p>2.9. Brainstorm ideas and then write what they are thankful for. (7.1.NM.C.3)</p> <p>2.10. Dance the flamenco to authentic music. (7.1.NM.C.2)</p> <p>2.11. Understand the story portrayed in an authentic song about a snake, reenact the story, illustrate a part of the story and write at least a line from the song. (7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>2.12. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.13. Practice collaborative skills in</p>	<p>cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p><u>Gracias, the Thanksgiving Turkey</u> <u>Oso Polar by Eric Carle</u> <u>De la cabeza a los pies by Eric Carle</u></p> <p>Video: flamenco on youtube http://www.youtube.com/watch?v=Xhits_HAeKM</p> <p>Smartboard CD-ROM game—Concentration: Animales</p>

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	<p>groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.14. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.15. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.16. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>2.17. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.18. Establish and follow performance goals to guide progress in</p>			

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Animals at the Zoo -- ¡Vamos al zoológico!	
	<u>Subject/Grade Level:</u> Grade 2 World Language	<u>Goal 2:</u> The student will be able to identify 5-10 animals and distinguish them by sound, color, size and natural habitat.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.19. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 2 World Language	Topic: Foods -- ¿Cómo es el mercado mexicano?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
February through April / about 8 classes	<p>3.1. Recognize and say names of foods when shown puppet or appropriate gesture. (7.1.NM.A.4)</p> <p>3.2. Understand an authentic story and recognize food names. (7.1.NM.A.4)</p> <p>3.3. Compare an authentic Mexican market with a Mexican supermarket and compare to US using a Venn diagram. (7.1.NM.A.5)</p> <p>3.4. Show in a chart what foods they prefer after sampling authentic foods. (7.1.NM.B.4)</p> <p>3.5. Sing and act out a culturally authentic song with appropriate movements. (7.1.NM.A.5, 7.1.NM.C.2)</p> <p>3.6. Pretend they are at a market and purchase foods using authentic money. (7.1.NM.B.2, 7.1.NM.C.5)</p>	<p>Essential Questions: ¿Cómo se llama la comida? ¿Te gusta la pera? ¿Cómo es el mercado mexicano? ¿Qué dices en el mercado? ¿Cómo son diferentes y semejantes los mercados de México y de los EEUU?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p>Learning Activities: Song—"Chocolate" Juan Luis Orozco Games—Compra la pera (Interdisciplinary); 7-up</p> <p>Assessment Models: Can the student recall fruits and vegetables learned previously as well as new vocabulary? Can the student hear food words in an authentic story? Can the student say these food words? Can the student compare and contrast markets? Can the student show preferences and give reasons why? Can the student sing and act out song? Can the student pretend to purchase items in a market and use appropriate courtesies?</p> <p>Additional Resources: Books: <u>Sopa de piedras</u> <u>El mercado mexicano</u></p> <p>Video: "La comida" (Moo-Teachers' Discovery)</p>

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 World Language	Topic: Foods -- ¿Cómo es el mercado mexicano?	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: The student will be able to recall fruits and vegetables and become familiar with more food names as they apply to an authentic marketplace.	Essential Questions, Conceptual Understandings
		Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	3.7. Use courtesies while at “market.” (7.1.NM.B.3) 3.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 3.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 3.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 3.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 3.12. Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)	What is perceived as “basic needs” varies among and within cultures. Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 World Language	Topic: Foods -- ¿Cómo es el mercado mexicano?	
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	3.13. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 3.14. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 3.15. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 World Language	Topic: Holidays and Traditions-- ¡Celebremos!	
		Goal 4: The student will be able to understand other aspects of important festivals and their connections to celebrations in the US.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Ongoing throughout the school year / about 5 classes	<p>4.1. Understand the traditions of el Día de los Muertos holiday. (7.1.NM.A.2)</p> <p>4.2. Show the similarities and differences between el Día de los Muertos and Halloween via a Venn diagram. (7.1.NM.B.5)</p> <p>4.3. Decorate a culturally authentic character from el Día de los Muertos. (7.1.NM.C.5)</p> <p>4.4. Sing a song about a snowman and act it out. (7.1.NM.C.2)</p> <p>4.5. Recognize written Spanish words in lyrics of song. (7.1.NM.A.4)</p> <p>4.6. Draw snowman and show what is needed in the snow. (7.1.NM.C.4)</p> <p>4.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster</p>	<p>Essential Questions: ¿Cómo es el Día de los Muertos? ¿Cómo es semejante y diferente a Halloween? ¿Qué es un hombre de nieve? ¿Qué tiene el hombre de nieve? ¿Qué necesita en el invierno? ¿Hay nieva en los países hispanohablantes?</p> <p>Conceptual Understandings: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language</p>	<p>Learning Activities: Books Venn diagram (Interdisciplinary) Drawing Worksheet Songs—"Mi hombre de nieve" Maps</p> <p>Assessment Models: Can the student compare and contrast el día de los muertos to Halloween? Can student ask for their esqueleto? Can student sing song and act out appropriately? Can student recognize written Spanish words in lyrics? Can student show in drawing items needed in the snow?</p> <p>Additional Resources: Book: <u>El día de los muertos</u></p>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	creative thinking. (9.1.4.B.1) 4.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 4.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 4.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 4.11. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3) 4.12. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.	cultivates an awareness of the shared human experience.	

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	(9.1.4.F.1) 4.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 4.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		