Course Description:

Spanish Curriculum

Grade 2 / World Language:

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. In World Language, the goals of the newly unified standard 7.1 are to develop proficiency in a new language, incorporate interpersonal, interpretative, and presentational modes of communication in each unit and all lessons. Students will successfully communicate personal information about themselves, use thematic vocabulary in the target language, and extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate with others in their classroom and their school environment. In second grade, elementary students continue to focus on their growing ability to build confidence in the target language, while making connections with other people in their classroom and their school environment. Students will successfully communicate personal information about themselves, while incorporating their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while incorporating their prior knowledge of thematic vocabulary in the target language.
**Enduring Understandings**

**Essential Questions**

### Standard 7.1 (World Languages)

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas. Through language study, they will make connections with perspectives of other cultures, which also deepen an understanding of the purpose of information, concepts, and ideas. Students will also develop an understanding of the importance of world languages and to thematic units. Knowing how to

<table>
<thead>
<tr>
<th>Students will understand that:</th>
<th>Learning Intentions, Understandings, and Transfer of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greetings, introductions are an integral part of daily language and are essential for communication.</td>
</tr>
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<td></td>
<td>Discussing the calendar is a way to communicate about daily life.</td>
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<td></td>
<td>Colors are used to make sense of the world and to make sense of new messages.</td>
</tr>
</tbody>
</table>

**Big Ideas: Course Objectives / Content Statements**

Students will understand that:

- Numbers are used to make sense of the world and to make sense of new messages.
- Discussing the calendar is a way to communicate about daily life.
- Colors are used to describe the world around us. Learning to identify colors in a foreign language can open doors to meaningful connections with global communities.
- Greetings and introductions are an integral part of daily language and are essential for communication in a foreign language.
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish and American calendars</td>
<td>The Spanish calendar has a different sequence than the American calendar, starting the week on Monday and ending on Sunday.</td>
</tr>
<tr>
<td>Color words vary sometimes depending on the Spanish-speaking country (e.g., marrón in Argentina/café in Colombia).</td>
<td>It is possible to communicate in the target language.</td>
</tr>
<tr>
<td>Estoy or Tengo can be used to express feelings.</td>
<td>Spaniards use the ending -o to express certain feelings and girls use the ending -a.</td>
</tr>
<tr>
<td>Boys use the ending -o to express color.</td>
<td>Color words can be used to express feelings and introduce the idea of day. Because days, seasons, and holidays, they are different from day to day.</td>
</tr>
<tr>
<td>How can I identify colors in Spanish?</td>
<td>Am I able to communicate in a language that is not my native language?</td>
</tr>
<tr>
<td>How can I introduce myself in Spanish?</td>
<td>Can I speak a foreign language?</td>
</tr>
<tr>
<td>How do people in Spanish-speaking countries greet each other?</td>
<td>How can I introduce myself in Spanish?</td>
</tr>
<tr>
<td>How are some Spanish-speaking countries different from each other?</td>
<td>Are my color preferences different or similar to others?</td>
</tr>
<tr>
<td>Are my color preferences different or similar?</td>
<td>How can I identify colors in Spanish?</td>
</tr>
<tr>
<td>Color words vary sometimes depending on the Spanish-speaking country.</td>
<td>When are the cultural differences in the target language?</td>
</tr>
</tbody>
</table>
**Cumulative Progress Indicators**

**Students will:**

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical responses.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). Express feelings and cultural practices associated with the target culture(s) through non-verbal means or by stating their name, time of day, or other appropriate phrases depending on the language level of the target language students with whom the speaker is communicating.**

**Instructional Focus:**

Use learned vocabulary to identify the date.

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**Words, phrases, and short sentences:** Exchange information using phrases and expressions using memorized words and expressions, make requests, and express preferences in simple interaction.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests.

Describe different objects using color words.

**Instructional Focus:**

Use appropriate greetings depending on the time of day.

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Identify different colors associated with the target culture(s), including rojo/rojo, azul/azul, verde/verde, amarillo/amarillo, morado/violeta, rosa/rojo, morado/morado, verde/verde, azul/azul, violeta/violeta, and otros/otros.

Express feelings using correct word order and gender agreement (object + color word).

Identify color preferences sharing answers to questions for colors said two different ways: mi color favorito es____ or Me gusta No me gusta.

Identify the 12 months of the year, 7 days of the week, and numbers 1-31 in the target language.

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Identify different colors and match colors to match their gender.

Describe different objects using color words using correct word order and gender agreement (object + color word).

Identify the 12 months of the year, 7 days of the week and numbers 1-31 in the target language.
practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information orally or in writing and view appropriate, culturally authentic simple guided texts on familiar topics.

Sample Assessments:

| ¿Cómo es el/la/lo/a? | Se llama________________. |
| ¿Cómo es el/la/lo/a? | Mi nombre es________________. |
| ¿Cómo es el/la/lo/a? | Tengo________________ años. |

Students' performance and participation in daily routine.

7.1.NM.C.5 Copy/write words, phrases, or simple guided texts.
Calendar Routine:
Throughout the year students will use unit vocabulary as they complete a daily chant and move routine for stating the date.

Calendar Wheel:
Students will create a calendar wheel with the vocabulary taught: hoy, mañana, será, and ayer fue. They will give the answer when the hands on the clock indicate the name, day, and date. They will complete a daily routine with the vocabulary taught:

El libro de mi cumpleaños:
Students will make a small illustrated booklet that identifies their name, age, and birthdate. The sentences will represent the same concept:

Me llamo _______.
Tengo _______ años.
Mi cumpleaños es _______.

Final Assessment:
Students will pick a feeling to represent on a photograph and glue it to their drawing of a minion. They will then write a sentence describing how they feel using "Estoy/Tengo..." making sure the ending matches their gender.

Trading Card:
Students will create their personal trading card including their name, birthday, their age, their favorite color, and a color they don't like. Students will use the note-card to walk around the room introducing themselves to each other. They will use the note-card to walk around their partner, color, and a color they don't like. Students will use the note-card to walk around their partner, color, and a color they don't like. Students will use the note-card to walk around their partner, color, and a color they don't like.
**Instructional Strategies:**

**Interpretive Bingo:**
Teacher will say a feeling/greeting/color/number word and SW identify the correct picture on the Bingo card. Teacher will say a Bingo word and SW identify the correct picture on the Bingo card. Students will be able to share their likes/dislikes based on certain color or color. They chose based on certain color or colors. They chose based on certain color or colors.

**Flashcards:**
SW look at flashcards of various people and identify how they are feeling.

**TPR:**

- **Feelings:** SW listen to teacher's command using "Estoy/Tengo____." and represent the word using the appropriate physical response.
- **Colors:** SW learn and practice TPR movements for the color words: ex: azul (swimming movement to represent water).

**Vocabulary Toolboxes:**
Students will illustrate items of a certain color under their corresponding word.

**Teacher Read-Aloud:**
Students will listen to stories based on certain color or colors. They will be able to share their likes/dislikes based on the colors shared in the story. They will be able to share their likes/dislikes based on the colors shared in the story.
return to their seats based on the color they like, dislike, love, the color of their clothing or physical trait, when it is called out by the teacher.

**Memory Game:**
Students will match vocabulary words in three different ways: Spanish-English matching while learning the vocabulary, Spanish-Spanish matching where learning the vocabulary words in three different ways, and word number matching with days and months. The teacher will guide students as they say the word. As a class, the vocabulary will reinforce the vocabulary appropriately as students match the words. The teacher will stop from time to time and ask cinco? Students will answer what day that number fall on. The calendar will be filled in as a class with birthdays and special holidays in the target language. The teacher will ask if the class likes or dislikes the calendar in the target language.
The Alphabet

Students will learn the alphabet by listening to El alfabeto en Español: https://youtu.be/56OXP92SUBQ

Students will identify upper case and lower case letters. Emphasis will be made on the fact that there are 4 extra letters in the Spanish alphabet. A comparison of an upper case vs a lower case alphabet will be taught and students will understand that the upper case "R" will not include the double "r" because no words begin with that letter. Students will identify upper case and lower case letters. 

Interpersonal:

Introductions: Students will introduce themselves to each other asking/answering "¿Cómo te llamas? Me llamo____." and "¿Cómo te llamas? Yo me llamo____.":

¿Cuál Es Tu Color Favorito?: Students will ask/answer 3 other classmates "¿Cuál es tu color favorito? Mi color favorito es____."
¿Qué color no te gusta?
No me gusta el _____.

Presentacional:
¿Qué color no te gusta? No me gusta el _____.

Greetings:
SW greet each other by using the greetings learned and asking/answering the question "¿Cómo estás?" as a part of the daily routine.

Arbolito de Perú:
SW introduce themselves using "Me llamo..." in a game similar to Hot Potato.

Name game:
Student holds ball and says "Me llamo___" and then throws it to a classmate. The person with the ball repeats picking a different student using "Me llamo..." and asks other students their names with sí or no saying "Se llama...". They read the names on their folders: SW write name on their folder using "Me llamo____." They read them to the class as the teacher comes around.

Pico Picotero:
SW pass around the ball while singing: Pico Picotero, me quito el sombrero, saludo a todos, "hola ¿cómo estás?". The student who ends up with the ball when the song is over must state how they are feeling using "Estoy/Tengo___."
Greetings:

SW
Sing
Buenos
Días/Buenas
Tardes
as
part
of
the
daily
routine.

Colors:

Students
sing
to
"Colores
Colores"
from
Calico
Calendar:

SW
sing
Meses
del
Año
and
Días
de
la
Semana.

Circle
time
song
activity:
The
months
of
the
year
will
be
sung
to
the
rhythm
of
the
months
of
the
year.

Enero
febrero
(march
leg)
marzo
abril
(clap)
Mayo,
junio,
julio
(finger
on
nose)
enero
julio,
agosto
(chin
on
head)
Septiembre
diciembre
side
to
side)

enero
febrero
(march
leg)
marzo
abril
(clap)
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julio
(finger
nose)
enero
julio,
agosto
(chin
on
head)
Septiembre
diciembre
side
to
side)

Share
out
your
birthday
including
day
and
month,
accompanied
by
an
illustration
reflecting
the
season
and
favorite
traditions.

Count
up
challenge:
Practice
numbers
by
groups
of
ten
in
groups
of	en
in
small
groups
to
develop
fluency
and
strengthen
pronunciation.

Interdisciplinary
Connections:

Language
Arts-
Greetings,
introductions,
feelings,
and
adjectives.

From
Calico
Spanish
songs:

"Colores
Colores"
"Colores
Colores"
Songs
### Global Perspectives

**¿Cómo te llamas? ¿Cómo estás?**

*Skype - Call various mystery people and ask*

**Días/Plurales/Temas Son**

*Students name their days and sing about*

**Profesores**

*Record students singing the Buenos Dias/Buenas Tardes song*

**Representing how they are feeling**

*Smartboard - Project YouTube videos of students*

**Technology Integration**

*Record students dancing and singing along*

**Miércoles**

*One to one correspondence*

<table>
<thead>
<tr>
<th>Social Studies - Different cultural practices for greetings (Our Country and Our World units)</th>
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<tbody>
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<td><strong>Math - One to one correspondence:</strong></td>
</tr>
<tr>
<td>For each unit (Our Country and Our World)</td>
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</table>
Many practices related to daily events such as looking at a calendar are shared across cultures and others are culture-specific. Talking and describing how holidays are celebrated allows us to understand different cultural traditions and celebrations. Culturally Responsive Teaching: Students will be able to share their knowledge of greetings and greeting practices depending on the different languages spoken at home by the students in the class. Students will share ways to say color words have and will create a bar graph depicting their favorite and least favorite colors. The following skills and themes should be reflected in the design of units and lessons for this course or content area.

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<th>Differences:</th>
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<td>Communication and Collaboration</td>
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</table>
Theme: 21st Century Themes (as applied to content area):

Life and Career Skills
Media Literacy
Information Literacy
Entrepreneurial Literacy
Financial, Economic, Business and Management Literacy
Health Literacy

Resources:

Días de la semana: https://www.youtube.com/watch?v=6FeYfy5N3vk
Colores Calico: https://www.youtube.com/watch?v=DSRKoZGaoEM
Numbers with Basho: https://www.youtube.com/watch?v=bFIJN5mkRG4
Days of the week: https://www.youtube.com/watch?v=sDJi1K7OpYA
Color Jingle with Basho: https://www.youtube.com/watch?v=NMZGzN153w

Standard 7 (World Languages)

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the culture associated with the language.

Theme: Life Skills Objectives
### Areas of Focus: Proficiencies/Accomplishments

<table>
<thead>
<tr>
<th>Proficiencies</th>
<th>Examples/Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning how to accurately respond to questions where, ¿Quién represents who, ¿Dónde represents personal</td>
<td>Words in Spanish: Quién, Cuántos, ¿Dónde.</td>
<td>How can I use previously learned vocabulary to describe and identify the number of objects?</td>
</tr>
<tr>
<td>Students will understand that:</td>
<td>How to recognize items in the target language and describe the importance of gender</td>
<td>Where titles are used to properly address individuals and identify people and objects in my school</td>
</tr>
<tr>
<td></td>
<td>Quién represents who, ¿Dónde represents personal</td>
<td>How can I use a foreign language to name environmental and classroom objects?</td>
</tr>
<tr>
<td></td>
<td>Students use language to name and identify people and objects in school</td>
<td>How can I use gender recognition in the target language?</td>
</tr>
<tr>
<td></td>
<td>Students will understand that:</td>
<td>Quién represents who, Dónde represents location, Cuántos represents quantity</td>
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<tr>
<td></td>
<td>Adding s and es to school object vocabulary is the way to express a plural noun in Spanish</td>
<td>Quién represents who, Dónde represents location, Cuántos represents quantity</td>
</tr>
<tr>
<td>Enduring Understandings</td>
<td>Beginners understand and transfer of learning</td>
<td>Quién represents who, Dónde represents location, Cuántos represents quantity</td>
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<tr>
<td>Essential Questions</td>
<td>Where will students understand about the big ideas?</td>
<td>Quién represents who, Dónde represents location, Cuántos represents quantity</td>
</tr>
<tr>
<td>Big Ideas: Course Objectives/Comment Statement(s)</td>
<td>The important role gender recognition has in the target language.</td>
<td>Quién represents who, Dónde represents location, Cuántos represents quantity</td>
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</table>

### Linguistics
- Students spend a large portion of their day in school and it is important that they learn about different cultures, build confidence in following multiple-step directions efficiently, and participate in home and global communities.
- Students will understand that the language and culture studied will impact their own and others, which makes meaningful connections with other cultures.
- Through language study, they will make meaningful connections with other perspectives.
**Instructional Focus:**

In the target language students will:

<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>7.1.NM.A.2</td>
<td>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</td>
</tr>
<tr>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and written descriptions.</td>
</tr>
<tr>
<td>7.1.NM.B.2</td>
<td>Give and follow simple oral and written directions when participating in age-appropriate classroom and cultural activities.</td>
</tr>
<tr>
<td>7.1.NM.B.4</td>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
</tr>
<tr>
<td>7.1.NM.B.5</td>
<td>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
</tr>
<tr>
<td>7.1.NM.C.2</td>
<td>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
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<tr>
<td>7.1.NM.C.3</td>
<td>Copy/write words, phrases, or simple guided texts on familiar topics.</td>
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</tbody>
</table>
names is I. A crayola
from their baggie when the teacher
objects Recognition: Students will remove an
etc.

movement of siting, siling: Cuing motion
the appropriate physical response: Ex. Silly
school objects and represent the word using

TPR: Students will listen to the teacher say a

how many vocabulary words. Is color and how many
classroom objects and identify the correct

Interpreting:
Instructional Strategies:

Ex. 1) I am making legos does paper les
number and gender recognition.
identify the number of objects demonstrated
will be repeated as students are expected to
with different pieces of objects some objects
will have a picture of a backpiece. They will fill

Still Pictorial: Students will have a paper back

Open Ex. 1) A story. Write a sentence
picture to things that are on the actual floor
member: Students will write a sentence
work scenes with the corresponding object
map representing different classrooms and

School Floor Plans: Students will create a class
The exercise will vary becoming more specific and only students with that exact item will remove it from the bag.

**Ex. la crayola roja.**

**Simon Says:**

- Students will listen for the vocabulary and hold it up.

- **Descripción:** In pairs, students will orally describe the item that is being held up.

- **Memory Game:** In pairs, students will match school objects with one just like it. The student will name the object when the card is turned.

- **Dice Game:** Two dice - one has school objects as well as staff members (image); the other has numbers. Student will roll the dice and make the sentence "# ________" depending on what they roll. Other student will respond with "Cuantos tienes? Dos lapices." Other student will respond with the number of objects and staff members (image). The student will name the object when the card is turned.

- **Donde está?:** In pairs, students will take turns guessing what teacher is in the classroom, clase/salon/mesa, cafeteria, gimnasio, oficina, baño, etc. There will be a classroom floor plan and pictures of various staff members. There will be a classroom door and the classroom is in the classroom. The exercise varies depending on the classroom.
Each student receives a paper bag (mochila). The teacher will have a table set up with different school objects. The class puts their head down, while one student comes up to the supply table and chooses 7 objects to put in their bag. Students may put more than one of the same object into their bag. The student chooses one object to put in the bag and the teacher chooses 7 objects per different school objects. The teacher will have a teacher paper bag mochila. Whoever guesses correctly will come to the front of the room. The student will ask the student in the front of the room and students will take turns guessing. Whoever guesses correctly will come to the front of the room. Each student guesses correctly will come to the front of the room and students will take turns guessing. The student will ask the student in the front of the room and students will take turns guessing. Whoever guesses correctly will come to the front of the room. Each student guesses correctly will come to the front of the room and students will take turns guessing. The student will ask the student in the front of the room and students will take turns guessing. Whoever guesses correctly will come to the front of the room.
Technology Integration: Media Literacy Integration

- Skype with another school and identify number of students, and possible similarities. Share with another school and identify possible differences that are evident.
- Visit other school websites and look at campus pictures so that students can see what schools in other countries look like.

Culturally Responsive Teaching:

- Who has attended school in another country, state or town?
- Do schools in all countries have the same school schedule? Do they go to school the same number of days as in another country, state or town?

Global Perspectives

Song: La Mochila Roja

Use the following website for the different types of school supplies. Play some games as a whole class.

Technology Integration:
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy
- Global Literacy
- Engineering, Art, Technology, Science, and Mathematics (S.T.E.A.M.)

21st Century Themes (as applies to specific content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Experiences attending school:
- Students will share personal
- Life lessons learned everywhere
- Learning in school as well
La Mochila Roja

Thematic Unit:
The Body

Standard 7.1 (World Languages)

All students will be able to use a world language in addition to English to engage in meaningful conversation to understand and interpret spoken and written language and to present information, concepts, and ideas, which also engages an understanding of the perspectives of other cultures.

Big Ideas: Course Objectives / Course Statement(s)

Discussing their physical features will allow students to share more about themselves and learn about others.

Learning body parts enables students to physically describe each other in a foreign language.

Enduring Understandings

Thematic Unit: The Body

https://www.youtube.com/watch?v=HfcrHBfqOgo

https://www.learnalanguage.com/learn-spanish/spanish-words/school-supplies.php

I'm Looking For...
### Areas of Focus: Proficiencies

**Examples, Outcomes, Assessments**

- Color the descriptes in the colors that describe the body part.
- First, they must say the body part, then the color(s) they describe.
- Describe their hair and eyes.
- Each body part they describe, and colors to describe it.
- They can use numbers to show how many of each body part they have, and colors to describe it.
- They can compare themselves to others using the vocabulary in the unit.
- They can learn about the differences and similarities between themselves and others.
- They can describe their differences physcially in Spanish using the numbers, and colors.

### Instructional Focus:

- Sing the song "Mi Hombre de Nieve."
- "Cabeza, Hombros, Rodillas, Pies.
- They can move appropriately to the song.
- Describe themselves physically: "Cabeza + pelo" and "Hombros + color/los colores.
- Use the following sentence frame to describe themselves and others physically:

<table>
<thead>
<tr>
<th>Tengo + # + body part.</th>
<th>Tengo + pelo/ojos + color.</th>
</tr>
</thead>
</table>

- Sing the song "Cabeza, Hombros, Rodillas, Pies."
- They can respond in simple and expressive questions, make requests, and express classroom and cultural activities.
- When participating in age-appropriate activities, they can describe themselves, commands, and responses appropriately.
- Give and follow simple oral and/or written directions based on simple oral and/or written descriptions.
- Identify 13 parts of the body as listed on the addendum.
- Describe themselves and others physically:

<table>
<thead>
<tr>
<th>Tengo + # + body part.</th>
<th>Tengo + pelo/ojos + color.</th>
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</thead>
</table>

- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Give and follow simple oral and written directions when participating in age-appropriate classroom and cultural activities.

### Cumulative Progress Indicators

- They can describe themselves and others physically using numbers and colors.
- Use the following sentence frames to describe themselves physically:

<table>
<thead>
<tr>
<th>Tengo + # + body part.</th>
<th>Tengo + pelo/ojos + color.</th>
</tr>
</thead>
</table>

- Identify 13 parts of the body as listed on the addendum.
Preferences

Using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Sample Assessments:

Students will orally describe themselves using a word bank provided by the teacher, completing the sentences "Tengo #_____" and "Tengo pelo + color + length/lengtho." Students will put together "Señor Papa" following teacher's directions, and write three sentences describing him.

In a sentence describing him, following teacher's directions, and write three sentences describing him.

Instructional Strategies:

Interpretable:

Flashcards:

Students will look at flashcards of body parts and identify the correct vocabulary word, how many there are, and what color the hair and eyes are.

TPR:

Students will listen to the teacher say a body part and represent the word using the appropriate physical response.

Students will listen to the teacher say a body part and represent the word using the appropriate physical response.

Action: Students will look at flashcards and present them own.

Target:

These sentences describe him.

Students will put together "Señor Papa" and write:

"Tengo #_____."

"Tengo pelo + color + length/lengtho."

Sample Assessments:

Students will orally describe themselves using preferred words and phrases.
Vocabulary Toolbox:

Students will draw the correct body part under the corresponding word.

Character label:

Students will color a character using sentences provided by the teacher. For example, “Tiene dos manos rojas.”

Interpersonal:

Descriptions:

In pairs, students will orally describe themselves using “Tengo # _____.” and “Tengo pelo ojos + (color).” Descriptions in pairs, students will orally describe the monster while the other student draws a monster while the other student listens. Depending on what they roll, the die and make the sentence “Tengo #.” Students will roll the other die numbers, and write on the corresponding body part (image). Students will roll the color and write on the corresponding body part (image). Students will roll the color and write on the corresponding body part (image).

Picture Challenge:

In pairs, students take turns describing a monster while the other person draws what is being described. “Tiene # (body part) + (color).”

Authentic Photographs:

Teacher will show students pictures of people celebrating holidays, and SW turn and talk to say 2 different sentences to each other describing the people in the picture. Students will draw under the corresponding body part under the corresponding word. Students will draw under the corresponding body part under the corresponding word.

Presentational:

The people in the picture describe sentences to each other describing the objects and SW turn and talk to say 2 different sentences. Students will draw under the corresponding word.

Vocabulary Toolbox: Students will draw the correct body part under the corresponding word.
Students will sing and move to this holiday song that includes some parts of the body.

**Cabeza, Hombros, Rodillas, Pies:** Students will memorize and sing this song in Spanish.

**Mi Hombre de Nieve:** Students will sing and move to this holiday song that includes some parts of the body.

**Global Perspectives:**

**Health Class - Students in Grade 2 learn Health Class - Students in Grade 2 learn

**Interdisciplinary Connections:**

**Media Literacy Integration:**

**Technology Integration:**

**Interdisciplinary Connections:**

**Global Perspectives:**
Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved through the target language. Using the target language, students explore physical characteristics and cultural similarities with another culture's characteristics. By examining what they share in common, students are able to develop an understanding of how to physically compare to one another. The following skills and themes should be reflected in the design of units and lessons for this course or content area:

<table>
<thead>
<tr>
<th>21st Century Themes (as applies to content area):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Responsive Teaching:</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
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<tbody>
<tr>
<td>Life and Career Skills</td>
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<tr>
<td>Media Literacy</td>
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<tr>
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</tr>
<tr>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
</tr>
</tbody>
</table>

| Creative and Innovative |

| Financial, Economic, Business, and Entrepreneurial Literacy |
Resources:

YouTube songs:
- Cabeza, Hombros, Rodillas y Pies
  - https://www.youtube.com/watch?v=5VGTyft67eU
  - https://www.youtube.com/watch?v=0FGRc-pWDo0
  - Mi Hombre de Nieve (Frosty)
  - https://www.youtube.com/watch?v=8sESUMaLl2o
  - Señor Papa lesson
  - https://www.youtube.com/watch?v=ZmivqgX46c0

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
Thematic Unit: Weather, Seasons, and Clothes

**Standard 7.1 (World Languages)**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas. They can use previously learned vocabulary to expand their conversations about weather, seasons, and clothing. They can use weather expressions to correctly describe the weather in Spanish. Vocabulary related to clothing can help them communicate about their preferences and others'.

**Big Ideas: Course Objectives / Content Statements**

- They can use weather expressions to correctly describe the weather in Spanish.
- They can use clothing vocabulary to communicate about themselves and others.

**Enduring Understanding:**

- Clothes are part of our personal identity and meaningful conversations and connections can occur when sharing information about ourselves.
- Clothes are part of our personal identity and meaningful conversations and connections can occur when sharing information about ourselves.
- Learning the languages of daily events such as the weather and the seasons always easily foster understanding in a foreign language, and understanding of other cultures.

**Essential Questions:**

- What provocative questions will foster inquiry, understanding, and transfer of learning?
- How can I discuss daily events such as weather and seasons in Spanish?
- Are my clothes preferences different or similar to others'?
- How can I use clothes to describe the weather?

**Students Will Understand That:**

- Students will understand that:
  - They can use vocabulary previously learned to expand their conversations about weather, seasons, and clothes.
  - They can use está with some weather words and hace with others to correctly describe the weather in Spanish.
  - Vocabulary related to clothing can help them communicate about themselves and others.

**Learning:**

- Inquiry, understanding, and transfer of information and concepts, and connections can be fostered in home and global communities.

- Participate in home and global communities.

- Students will be able to use a world language in addition to English to engage in
What is the correct word order when creating sentences in Spanish to describe clothes?

How does the gender and number of a noun change the ending of some colors? First, they must say the clothing article and then the color to describe it. The gender of a noun changes the ending of some colors from an -o to an -a. If the noun is plural, the ending of the colors will change by adding -es or -s.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Instructional Focus</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the target language students will:</strong></td>
<td><strong>Areas of Focus: Proficiencies</strong></td>
</tr>
<tr>
<td>7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
<td>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests.</td>
</tr>
<tr>
<td>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</td>
<td>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
</tr>
<tr>
<td>7.1.NM.B.5 Exchange information using words, phrases, and short sentences.</td>
<td><strong>Examples, Outcomes, Assessments</strong></td>
</tr>
</tbody>
</table>

**Sample Assessments:**
- Weather Wheel: Students will create a weather wheel with the vocabulary taught.
  - Differentiate between “Tengo” and “Llevo” sentences to describe clothes.
  - Differentiate between “Esta” and “Hace” sentences to describe weather.
  - Describe different articles of clothing by color and season worn.
  - Identify the four seasons and the weather that is characteristic of each season.
  - Use correct word order and gender agreement (clothing + color word) to describe clothes.

**Instructional Focus:**
In Spanish, adjectives come after the noun. First they must say the clothing article and then the color to describe it. The gender of a noun changes the ending of some colors from an -o to an -a. If the noun is plural, the ending of the colors will change by adding -es or -s.
Weather Tellers
Teacher will show students authentic 5-day weather forecasts of Spanish speaking countries for them to describe.

"El lunes hace/está...

TPR: Students will learn and practice TPR movements for the clothing words and the weather words.

Following Directions: Throughout the year

Recall of Preggs: Vibe: Listen to the book to recall the story.

TP: Ask students to recall the story based on the pictures in the book and the season.

Audience Photos: Teacher shows authentic photos of different Spanish speaking countries to describe the weather and identify the season.

Audience Photos: Teacher asks questions about their likes/dislikes.

Teacher Read-Aloud: Students will listen to the story.

TP: Students will learn and practice TPR movements for the clothing words and the weather words.

TPR: Students will recall the story.

Body and Clothes: Teacher will say a body part in Spanish, and students must identify the vocabulary learned.

TP: Ask students to describe the weather and identify the season during different seasons and ask questions about their likes/dislikes.

TP: Ask students to recall the story based on the current season and the weather words.

TPR: Students will recall the story.

TPR: Students will recall the story.

TP: Ask students to recall the story based on the pictures in the book and the season.
For example: Cabeza - Gorro. Manos - Guantes.

¿Cuál es tu estación favorita?: SW ask/answer 3 other classmates

¿Qué tiempo hace?: The teacher holds up pictures of people dressed in different weather clothes, and students turn and talk to describe or identify the weather or the season.

Students will work in pairs to sort months according to the seasons. One student will write a season, the other student will write the months. Early finishers can do the same activity but orally sorting clothes out according to the months. This exercise can be done the same activity but orally with students writing different seasons and months. The teacher holds up pictures of people dressed in different weather clothes, and students turn and talk to describe or identify the weather or the season.

Students will illustrate and label the clothes their partners describe using the phrase "llevo (clothes + color)." The teacher will tell them the season to sort months out according to the seasons. Presentational: Songs: Students sing and dance to the "Rockalingua" songs.

¿Qué ropa llevas?: Students will write and answer the question for their partners.
Students will sit in a circle and pass around a ball while music is playing. When music stops, the student with the ball must identify one article of clothing they are wearing using the phrase "Llevo (clothes + color)". or share one article of clothing they are wearing using the phrase "Tengo (clothes + color)". After identifying their clothing, the student must then write down what clothing they are wearing on the calendar routine.

Students will identify their peers based on the description of their clothing given by a student volunteer.

Clothes for Oscar: Students will create different clothing articles for Oscar. Teachers will incorporate Oscar to the calendar routine by having students dress Oscar according to that day's weather.

Interdisciplinary Connections:
- Science: Weather/Climate (Life and Earth System Science units).
- Social Studies: Clothing in other Cultures (Our Country and Our World units).
- Language Arts: Adjectives.
- Technology Integration: "Rockalingua" songs.
<table>
<thead>
<tr>
<th>Creative Thinking and Problem Solving</th>
<th>21st Century Skills: <strong>Creativity and Innovation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartboard - Project pictures of Spanish speaking countries and their seasons/weather</td>
<td>Virtual Map to show location of Spanish speaking countries and their seasons/weather</td>
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<tr>
<td></td>
<td>Global Perspectives: Spanish countries</td>
</tr>
<tr>
<td>21st Century Themes (as applies to life and career skills)</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Health Literacy</td>
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<tr>
<td>Civic Literacy</td>
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<tr>
<td>Entrepreneurial Literacy</td>
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<tr>
<td>Financial, Economic, Business, and Management (as applies to content area):</td>
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**Resources:**

- Rockalingua Songs:
  - Four seasons song with lyrics and worksheet: [http://www.rockalingua.com/songs/four-seasons-song](http://www.rockalingua.com/songs/four-seasons-song)

**Themes:**

- Communication and Collaboration
- Information Literacy
- Media Literacy
- Civic Literacy
- Health Literacy
- Entrepreneurial Literacy
- Financial, Economic, Business, and Management
- S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
Thematic Unit: Family and House

Standard 7.1 (World Languages)

Big Ideas: Course Objectives / Content Statement(s)

<table>
<thead>
<tr>
<th>Personal identity occurs through experiences within one's family. Learning the vocabulary and language necessary to talk about one's family in Spanish will give students the ability to share about this part of their identity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</td>
</tr>
<tr>
<td>Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</td>
</tr>
</tbody>
</table>

Course Objectives / Content Statement(s)
The vocabulary and language learned in this unit will allow students to identify and compare information about others. Discussing aspects of the house they live in helps students engage in meaningful conversation with one another as they are able to share a part of their own lives.

### Essential Questions

- How can I create questions in Spanish?
- What different ways can I use tengo to share information about myself?
- How do word endings change the meaning of some family member’s vocabulary words?
- How does my family compare to the families of others?
- How do word endings change the meaning of other family member’s vocabulary words?
- How can I create meaningful conversation about the design and contents of houses across cultures?
- How can I create questions in Spanish?
- How do word endings change the meaning of other family member’s vocabulary words?

### Enduring Understandings

- Essential Questions

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>How can I create questions in Spanish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that:</td>
<td>How can I create meaningful conversation about the design and contents of houses across cultures?</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>How can I create questions in Spanish?</td>
</tr>
</tbody>
</table>

*The vocabulary and language learned in this unit will allow students to identify and compare information about others.*

**Examples:**
- How do word endings change the meaning of some family member’s vocabulary words?
- How can I create questions in Spanish?
### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

#### Examples, Outcomes, Assessments

<table>
<thead>
<tr>
<th>Instructional Focus</th>
<th>Example: Question/Probe</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.1.NM.C.2</td>
<td>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
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<td></td>
<td>7.1.NM.C.3</td>
<td>Copy/write words, phrases, and short sentences on familiar topics.</td>
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<tr>
<td></td>
<td>7.1.NM.B.4</td>
<td>Give and follow simple oral and written directions.</td>
</tr>
<tr>
<td></td>
<td>7.1.NM.B.5</td>
<td>Exchange information using words, phrases, and short sentences practiced in class or on topics studied in other content areas.</td>
</tr>
<tr>
<td></td>
<td>7.1.NM.A.4</td>
<td>Identify familiar people, places, and objects based on simple oral and written descriptions.</td>
</tr>
<tr>
<td></td>
<td>7.1.NM.A.5</td>
<td>Hand over a partner, and orally tell a partner: “Me llamo____. Mi color favorito es____. Mi cumpleaños es el de ____.”</td>
</tr>
</tbody>
</table>

**Sample Assessments:**

- **Identify family member vocabulary words:**
  - Name the people in their own family using the sentence “Mi (family) se llama (name).”
  - Describe how many people are in their family members’ family.
  - Recognize the difference between “¿Dónde está?” and “¿Quién está?”

- **Describe the sentence “Tengo + # + family members.”**
  - Describe how many people are in their family.
  - Identify a family member vocabulary word.

- **Identify family member vocabulary words in the target language:**
  - Name the people in their own family using the sentence “Mi (family) se llama (name).”
  - Describe how many people are in their family members’ family.
  - Recognize the difference between “¿Dónde está?” and “¿Quién está?”

- **Sample Assessments:**
  - **Figurine Identification:** Students will randomly receive two family member figurines. They must pretend they are that family member and orally tell a partner: “Soy (family member). Me llamo____. Mi color favorito es____. Mi cumpleaños es el de ____.”

**Instructional Focus:**

In the target language students will:

- Identify vocabulary words.
- Name the people in their own family using the sentence “Mi (family) se llama (name).”
- Describe how many people are in their family.
- Recognize the difference between “¿Dónde está?” and “¿Quién está?”
- Identify family member vocabulary words.
- Describe the sentence “Tengo + # + family members.”
- Identify a family member vocabulary word.
- Identify family member vocabulary words in the target language.
- Name the people in their own family using the sentence “Mi (family) se llama (name).”
- Describe how many people are in their family.
- Recognize the difference between “¿Dónde está?” and “¿Quién está?”
- Identify family member vocabulary words in the target language.
Ex. Where is your family? 

Spanish: ¿Dónde está tu familia?

Students will share their albums orally and the number of rooms they have, in small groups. They will share their family's address, number of members, age of each member, etc. Each student will then write a sentence about their family and share it with the class.

Family Floor Plan: Students will draw and label at least 7 rooms in their house. Then, they will create a floor plan and write 4 sentences about it. Students can also bring in a picture of their house for this activity.


díscutimos la planta del home. 

Students will share their albums with a partner and orally describe their family's house. turret, they will share their family's address, number of rooms, and at least 7 rooms in their house. Then, they will create a floor plan and write 4 sentences about it.
Introduce a puppet family the they are in.

Puppet Family: SW listen to teacher

Introduce puppet family. The teacher will introduce the characters who are the family members. The students will be given the floor plan of the house. The teacher will label each area of the house and they will draw the furniture. The students will label each area of the house.

Interpretive

Interpretive Strategies:

Ex. Mi mamá se llama Carrie.

Write 5-7 sentences describing what they see. Place them around the house. Family members will label each room in their house. Then, they will draw and label at least 7 rooms in their house. Then, they will be expected to identify which objects there are more than one of. Do games, have more than one of. Which objects have more than one of. Which objects have less than one of. Doing games, less than one of. Then, they will be expected to identify corresponding furniture under the correct label. The teacher will draw the puppet family. Students will identify each family member.

Vocabulary Toolboxes: Family SW name each of their family members and their pets.

Cartoon Families: Students will identify each character. Students will use pictures of known characters such as the Incredible’s or Croods.

House Following teacher’s directions, SW label the rooms of the house.

Furniture SW be given a floor plan of a bedroom. They will label the furniture under the correct word. Then, they will be expected to identify which objects there are more than one of. Dos camas, dos mesas de noche.

Mas, menos and igual will be incorporated by the teacher when she asks the class to share their findings on the floor plan.

Family SW label at least 7 rooms in their house. Then, they will write 5-7 sentences describing what they see. Place them around the house. Family members will label each area of the house.
the family, their name, their favorite color, and their birthday. Then, SW repeat the information back to the teacher.

Multi-Cultural Family Photos: SW identify the different family members in the photographs the teacher shows them. And then, SW describe the family members using the names of 3 family members they learned.

Flashcards: SW look at flashcards of various rooms/furniture and identify what they are.

Authentic Photos: TW use authentic photos of houses in Spanish speaking countries and SW describe the houses.

Listening Activity: SW follow teacher's directions to draw the correct family member and furniture in the correct room. Then, students will answer the questions: “¿Dónde está _____?” and “¿Quién está en _____?”

Interpersonal: SW tell a partner the names of 5 family members using the phrases “Tengo (family member) y se llama(n) _____.”

Walk and Mingle: Students must find 3 other classmates to tell them 2 sentences about their house using the sentence frame “Tengo (family member) en (room).”

Battleship: In pairs, each student receives a house floor map and small furniture and small pieces of “Tëna” (room). Then, students will answer the questions: “¿Dónde está _____?” and “¿Quién está en _____?” as the teacher points to each room.

House Floor Map and Small Furniture and Small Pieces of “Tëna” (room)
**Family Images.**

SW take turns trying to guess in what room their partner placed the family member or furniture using the phrase ____________________.

**Furniture Pictures:**

In pairs, students receive small pictures of the furniture learned. Students will race each other to see who can guess first where the furniture in the picture they flipped over goes using the phrase “(furniture) está en (room).”

**Dice Game:**

In pairs, students receive two dice. One has images of family members, the other has images of rooms. Student #1 rolls dice with family member images and asks “¿Dónde está _____?” Student #2, who has the dice with room images, answers “(family) está en (room).” Then, Student #2 rolls dice with room images and asks “¿Quién está en _____?” Student #1, who has the dice with family member images, answers “(family) está en (room).”

**Presentational:**

“Familia Grande:

From Rockalingua, SW memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/poster.

Song: Familia Grande: SW view a slide show of the teacher’s family and from Rockalingua.

Mi Casa:

SW sing and move to the song “Mi Casa” from Rockalingua. Song is accompanied by the Youtube video/poster.

**Teacher’s Family Slide Show:**

SW view a slide show of the teacher’s family and from Rockalingua.

**Presentational:**

“Familia Grande:

From Rockalingua, SW memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/poster.

Song: Familia Grande: SW view a slide show of the teacher’s family and from Rockalingua.

**Mi Casa:**

SW sing and move to the song “Mi Casa” from Rockalingua. Song is accompanied by the Youtube video/poster.

**Teacher’s Family Slide Show:**

SW view a slide show of the teacher’s family and from Rockalingua.
identify the family members. The last slide will be a labeled family portrait, which they can use as a model to begin their family portrait illustration.

Circle Time: Teacher will give each student a photograph of a room in the house. Students take turns telling the rest of the class what room it is and one furniture found in the picture.

Incredible’s Hiding Game: Using a large house floor map, SW try to guess what room the teacher hid the family member in. Students take turns continuing to the board and drawing one of the rooms. The teacher will give clues about the room.

Tingo-Tango-Tengo: Similar to Hot Potato, one volunteer has his back to the class, which is sitting in a circle. While the volunteer has his back to the class, he says “tingo, tinguo, tinguo.” The class passes a ball around. When he says “tango,” the volunteer says “tingo, tinguo, tinguo,” etc. The student who is sitting in a circle, when the volunteer has his back to the class, must tell the class “Tengo (#) room.”
Culturally Responsive Teaching:

Target culture and difference in their own culture and the culture of other homes and families who are similar. Explore how homes and families are similar across cultures, while others are unique. Personal identity is developed through experiences that occur within one’s family.

Global Perspectives:

Homes and houses in Spanish speaking countries.

Technology Integration:

Google Earth—Show students scenes with streets with houses in Spanish speaking countries.

Rockalingua song of “Mi Casa” and practice new vocabulary words with the teacher. 

Technology Integration:

Word units: Our Community, Our Country, and Our Home which is part of their bigger world.
family, structure, and how they compare or differ from other cultures, by sharing their personal family albums, and discussing them as a class.

Survey students and use Google Earth to show where they have lived—different towns, states, or countries.

The following skills and themes should be reflected in the design of units and lessons for this course or content area. These should be reflected in the design of units and lessons for this course or content area:

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Critical Thinking and Problem Solving

21st Century Skills:
- Creative Thinking and Innovation
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

Resources:
- YouTube
- Songs:
### Thematic Unit: Animals

**Standard 7.1 (World Languages)**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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<th>Big Ideas: Course Objectives / Content Statement(s)</th>
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<td>Learning about pets and common animals will allow students to share what their likes and dislikes are as well as mention if they have pets or not at home. They will in turn be able to learn about their classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning? Learning about animals enables students to learn about their habitats, size, and color.</td>
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<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students understand about the big ideas? Students will understand that:</td>
</tr>
<tr>
<td>How are the animals I like and dislike similar to those of others?</td>
</tr>
<tr>
<td>How can I describe the animal I see accurately in Spanish?</td>
</tr>
<tr>
<td>They are capable of identifying and sharing what their likes and dislikes are as well as mention if they have pets or not at home. They will in turn be able to learn about their classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Grande: <a href="https://www.youtube.com/watch?v=s9iUXEhEMh8">https://www.youtube.com/watch?v=s9iUXEhEMh8</a></td>
</tr>
<tr>
<td>Google Earth: <a href="https://www.google.com/earth/">https://www.google.com/earth/</a></td>
</tr>
<tr>
<td>Mi Casa: <a href="https://www.rockalingua.com/songs/my-house-easy-version">https://www.rockalingua.com/songs/my-house-easy-version</a></td>
</tr>
</tbody>
</table>
They can learn about the animal’s habitat, size, color and the sound they make by using the vocabulary in this unit.

<table>
<thead>
<tr>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>They can differentiate between animals that are pets vs barn animals.</td>
</tr>
<tr>
<td>They can learn about the animal’s habitat.</td>
</tr>
</tbody>
</table>
Students will:

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

Instructional Focus:

In the target language students will:

- Identify animals by describing their color and the sound they make.

- Copy/write words, phrases, or simple guided texts on familiar topics.

Sample Assessments:

- Students will orally describe animals using a word bank provided by the teacher. The teacher will hold up a picture and students will think pair share what they see. One student will share with the rest of the class.

- Students will illustrate animals and make speech bubbles incorporating the appropriate sound that the animal makes in the target language.

Examples:

- Si guíate con los animales que me mostraste.
- ¡Cuán bonito es el gato y el perro! 
- Mi gato es gris y blanco y mediano.
**Instructional Strategies:**

<table>
<thead>
<tr>
<th>Interpretative</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretative:</strong></td>
<td></td>
</tr>
<tr>
<td>Ex.</td>
<td>El gato es negro y grande.</td>
</tr>
<tr>
<td>TPR</td>
<td>Students will listen to the teacher say the animal and make a corresponding movement accompanied by the sound that the animal makes.</td>
</tr>
<tr>
<td>Vocabulary Toolbox</td>
<td>Students will draw the correct animal under the corresponding word.</td>
</tr>
<tr>
<td>Character label</td>
<td>Students will illustrate and color an animal as well as add a speech bubble based on the sentences provided by the teacher and illustrate.</td>
</tr>
<tr>
<td>Ex.</td>
<td>El perro es blanco y grande.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td><strong>Descriptions:</strong></td>
<td></td>
</tr>
<tr>
<td>Ex.</td>
<td>El gato es negro y grande.</td>
</tr>
<tr>
<td>In pairs: Students will orally describe the animal pictures they are given and state whether they like or dislike it.</td>
<td></td>
</tr>
<tr>
<td>Ex.</td>
<td>El perro es blanco y grande.</td>
</tr>
<tr>
<td>Co.</td>
<td>Students will look at flashcards of various animals and identify them.</td>
</tr>
<tr>
<td>Ex.</td>
<td>El perro es blanco y grande.</td>
</tr>
<tr>
<td>Ex.</td>
<td>En mi granja tengo animales ilustrados: Ex. En mi granja tengo pollos.</td>
</tr>
</tbody>
</table>

**Ex.**

El perro es blanco y grande.

En mi granja tengo animales ilustrados: Ex. En mi granja tengo pollos.
Dice Game: Two dice — one has animal images; the other has numbers 1-6. Students will roll the dice and make the sentence “Dos patos amarillos.”

¿En qué grupo está?: Each pair of students receives cut outs that belong one of two groups: mascotas or animales de la granja. In some instances the animal will belong to both groups. Student one will ask “Qué es el perro?” Student #2 will respond “Es mascota y animal de la granja.”

Presentational:
"masca, animal de la granja.", presenta. Student #2 will respond, “Qué es el perro?” Student #1 will ask, “Qué es el pollito?” Students will receive a cut out of one of two groups: mascotas or animales de la granja. In groups of two students will display one of the presentational key cards. Each card will ask a question about the animal they rolled. Students may point to the animal or make the sentence according to the card. Students may also use the cut outs to make their own sentences.

Interdisciplinary Connections:
Science - Students in Grade 2 will learn about animal and their habitats. Project Smartboard/Computer - Play videos of the songs on YouTube.
Global Perspectives:

Students will become aware of differences between how animal sounds are represented across different countries.

Culturally Responsive Teaching:

Ask students to share their interpretations of how animals sound.

Compare and contrast students’ pets with farm animals.

The following skills and themes should be reflected in the design of units and lessons for this course or content area:

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
Thematic Unit: Food

Standard 7.1 (World Languages)

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: Course Objectives / Content Statements

Learning the language of basic foods and their respective food groups allows easy communication in a foreign language, and understanding of other cultures.

Resources

- Porque le pisé la cola
- Bartolito el gallo
- https://youtu.be/4ShOpJPHRxA?list=RDCc9PS_6dpQ0
- El pollito Pio
- https://youtu.be/dhsy6epaJGs
- https://youtu.be/wPNQw8naE2Q
- "Ejemplo de他说??
- https://youtu.be/1Mrq8Jgt7jQ
- "El pollito le pise la cola"
- https://youtu.be/1Mrq8Jgt7jQ
- "Porque le pise la cola"
Food is part of our daily living and can evolve into meaningful conversations where students can witness similarities as well as differences when acknowledging the foods they like, dislike, and eat at home. It is through these basic conversations that connections can occur when sharing information about ourselves.

**Essential Questions:**
What provocative questions will foster inquiry, understanding, and transfer of learning?

**Enduring Understandings:**
What provocateur understandings and transfer of

**Areas of Focus:**

<table>
<thead>
<tr>
<th>Food is essential in all cultures and is universal despite its differences. How can I identify foods and food groups?</th>
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<tbody>
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<td>How can I identify foods and food groups?</td>
</tr>
<tr>
<td><strong>Areas of Focus:</strong> Proficiencies (Cumulative Progress Indicators) Examples, Outcomes, Assessments</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>They can learn about the impact food has on our lives when eating healthy vs unhealthy foods.</td>
</tr>
<tr>
<td><strong>Instructional Focus:</strong> In the target language students will:</td>
</tr>
<tr>
<td>Identify foods and their respective food groups. Identify foods they like and dislike using me encanta, me gusta, no me gusta, and no sé.</td>
</tr>
<tr>
<td>They are capable of sharing information about themselves in the target language by discussing what they like or dislike using the vocabulary in this unit.</td>
</tr>
<tr>
<td>7.1.N.2A Demonstrate comprehension of simple, oral and written directions.</td>
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</table>
Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Give and follow simple oral and written directions when participating in age-appropriate classroom and cultural activities.

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Sample Assessments:

Food Plate: Students will illustrate on three different plates what they have for breakfast, lunch and dinner and share with others in the class to identify similarities and differences about their eating patterns.

Check your Food Groups: Students will look at a meal and check off on a laminated plate what groups are represented on the food plate. Students will look at a meal and check off the five food groups. There will be three pictures for each category. Students will begin by sorting the foods into each group. Students will then identify the group that the specific food belongs to. The following sentence structure will be used: (the food ex. banana) está en (food group: ex. las frutas).

Food Game#2: Students will be given a dice with illustrations on it. The student will roll the dice and state how many of that item there is in the plate. Students will be given a dice with illustrations on it. The student will roll the dice and state how many of that item there is in the plate.

Final Assessment: My Father’s Meal: Students will be asked to identify familiar people, places, and objects.
**Instructional Strategies:**

**Interpreting:**

- **Flashcards:**
  - Teacher will show students flashcards of various fruits, vegetables, and other basic foods or drinks. Students will identify what they are as well as state whether they like, dislike, or love that specific food.

- **Authentic Photos:**
  - Teacher will use authentic photos of ethnic foods such as tacos, tapas, sushi, and students will identify the country the foods are from or the type of cuisine. Student will read an introduction to the new Handout and then speak in Spanish about the food using a simple yes/no response.

- **Reading:**
  - Teacher will read a passage about comparing foods and ask students to answer questions about the passage. Students will put their answers in the correct location on a chart. Teacher will ask follow-up questions to ensure understanding.

**Food Toolbox:**

Following teacher's directions, students will illustrate the correct foods and drinks. After their illustration, students will describe the food and write a sentence describing the food and when it is eaten. Students will then complete a worksheet with questions about the food and its cultural significance.
number of food items and the color stated in the sentences provided.

Ex: Tengo dos fresas rojas.

Interpersonal:
Ex: Tengo dos fresas rojas.

Presentational:
Ex: Dos en la tacita.

¿En qué grupo está la leche?

Interpersonal:
El número de alimentos y su color señalados en las frases proporcionadas.

Por ejemplo: Tengo dos fresas rojas.

Presentacional:
El número de alimentos y su color señalados en las frases proporcionadas.

Por ejemplo: Dos en la taza.

¿En qué grupo está la leche?
while the rest of the class tries to guess what it is. Tingo-Tango-Tengo:
Similar to Hot Potato, one volunteer has his back to the class.
While the volunteer has his back to the class, Tingo-Tango-Tengo: Similar to Hot Potato, students in grade 2 learn:
Health Class - Students in grade 2 learn:

Interdisciplinary Connections:

Rockalingua: Similar to Rockalingua.

Technology Integration:

Vocabulary given in the addendum.
Replace fruta with the fruit or vegetable.

Las frutas: Students sing, "Me gustan las frutas que ricas son."
Replace fruta using the fruit or vegetable vocabulary given in the addendum.

It is similar to Tuego banano manzana.
Class where they are holding and what color it is, "tengo" the game stops.
Class passes a ball around. When he says "voluteceras" "tengo, uno, dos, etc." the volunteer passes a ball around, which is sitting on a chair. While he is doing this, he gives Tingo-Tango-Tengo: Similar to Hot Potato, students in grade 2 learn:
Health Class - Students in grade 2 learn:

Interdisciplinary Connections:

Replace fruta using the fruit or vegetable vocabulary given in the addendum.

Health:

Healthy eating habits: Students learn the food plate and healthy vs not healthy eating habits.

Technology Integration:

Rockalingua song of "Me gustan las frutas."
Global Perspectives:
Some foods are shared across cultures, while others are culture-specific. The development of this understanding is achieved by using the target language to explore how foods in their own culture are similar and different to those in other cultures. Some foods are shared across cultures, while others are culture-specific.

Culturally Responsive Teaching:
Survey students on what ethnic foods they have eaten or share whether they have traveled to the country, were born there, or have lived in that city. Units and lessons for this course or content area should be reflected in the design of 21st Century Themes (as applies to content area):
- Civic Literacy
- Entrepreneurial Literacy
- Financial, Economic, Business, and Career Skills
- Media Literacy
- Information Literacy
- Communication and Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.
Health Literacy

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Resources:

https://rockalingua.com/videos/fruits