

TOWNSHIP OF UNION PUBLIC SCHOOLS



Elementary Spanish 2nd grade

Curriculum Guide

Curriculum Guide Re Approved December 2018



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Elementary Spanish
2nd grade

Curriculum Committee Members:

Jolier Tamayo

Andrea Cabrera

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Students will be exposed to this Hispanic culture through an understanding of Spanish vocabulary. Spanish instruction at the elementary school level provides students with an exposure to thematically organized vocabulary, simple grammar structures, and cultural elements that serve as the foundation for more rigorous formal instruction at the middle and high school levels. Spanish lessons at the elementary school level are designed to afford students an opportunity to acquire confidence in speaking and writing simple Spanish words and phrases, and recognizing these words and phrases when they are spoken. Some lessons develop students' language skills in a recursive manner, as they provide cumulative reinforcement of previously introduced material.

Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of Grade 5, students will have acquired a basic set of thematically-based vocabulary and idioms to discuss basic daily events, ask and respond to simple questions, greet people, identify school-based locations, and understand calendar and number words. The curriculum aims to engage students in authentic communication while developing their appreciation of a different cultural medium. Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices by using various audio and visual materials. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in new contexts. Spanish instruction is aligned with the New Jersey World Languages Core Curriculum Content Standards

Recommended Textbooks

Muzzy, The BBC Language Course for children

WWW.early-advantage.com

Course Proficiencies

Students will be able to...

- Greet people according to the different times of the day.
- Ask and respond to the questions:
- Count from 1 to 30.
- Match Spanish words for numbers 1-30 with number cards.
- Show understanding of new vocabulary by responding to commands.
- Review classroom vocabulary in combination with numbers and colors.
- Match names of numbers with their symbols.
- Relate spoken numbers to corresponding numbers of objects.
- Learn the days of the week in Spanish.
- Sing and memorize the days of the week's song.
- Verbally identify and name the parts of the body in Spanish.
- Write the body parts words in Spanish.
- Follow commands involving the body parts.
- Learn the basic vocabulary associated with the family.
- Write the names of the family members.
- Create a family tree.
- Identify the following family members.
- Answer the question "¿Quién es?" with "Es...."
- Learn the names of the following colors: red, blue, yellow, orange, purple, and green, brown, black and white in Spanish.
- Follow commands involving the colors.

Curriculum Units

Unit 1: Greetings

Unit 2: Numbers 1-30

Unit 3: Days of the Week

Unit 4: Body Parts

Unit 5: Family

Unit 6: Colors

Pacing Guide- Course

Content

Number of Days

Unit 1: Greetings

6

Unit 2: Numbers

6

Unit 3: Days of the Week

6

Unit 4: Body Parts

6

Unit 5: Family

6

Unit 6: Colors

6

Unit 1: Greetings

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>-How does one respond to: “What’s your name?” (“¿Como te llamas?”), and “How are you?” (“¿Cómo estás?”).</p> <p>-How does one ask and answer questions in Spanish and provide information in the target language?</p> <p>-How can we greet people?</p> <p>-What are the greetings for the different times of the day?</p> <p>-How can I introduce myself to someone?</p>	<p>-Greet people according to the different times of the day:</p> <p>-Good morning -(Buenos Días) -Good afternoon -(Buenas tardes) -Good evening -(Buenas noches)</p> <p>-Ask and respond to the questions: -¿Cómo estás? (How are you?) -¿Cómo te llamas? (What’s your name?)</p>	<p>- Practice greetings using dialogue.</p> <p>- Smart board Applications,</p> <p>- Group activities</p> <p>- Paired activities</p> <p>- Muzzy activities,</p> <p>- “Hola” Means Hello song</p> <p>- Daily Practice—while passing out supplies, say “please”, “thank you”, and “you’re welcome” in Spanish.</p> <p>- Match activity.</p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Asking questions</p> <p>- Worksheets</p> <p>- Formative assessments</p> <p>- Listening comprehension activities</p> <p>- Dialogs in pairs</p> <p>- Teacher observation</p>

Unit 2: Numbers 1-30

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(<i>CPIs</i>)	Activities	Assessments
<p>-How do you count to 30?</p> <p>- How many are there? ¿Cuántos son?</p> <p>-How old are you?” (“¿Cuántos años tienes?”)</p>	<p>-Count from 1 to 30.</p> <p>-Match Spanish words for numbers 1-30 with number cards.</p> <p>-Show understanding of new vocabulary by responding to commands.</p> <p>-Review classroom vocabulary in combination with numbers and colors.</p> <p>- Match names of numbers with their symbols.</p> <p>- Relate spoken numbers to corresponding numbers of objects.</p>	<p>- Sing the song: “Uno, dos, tres niños” (One, Two, Three Little Children”)</p> <p>- Smartboard applications,</p> <p>- Group Activities,</p> <p>- Paired activities</p> <p>- Add numbers.</p> <p>- Play and count using beads from a string.</p> <p>- YouTube Video—Sing, Laugh, Dance, and Eat Tacos: Numbers</p> <p>- Roll dice and count dots in Spanish.</p>	<p>-Self assessment</p> <p>-Group participation</p> <p>-Worksheets.</p> <p>-Oral repetition</p> <p>-Oral response to questions</p> <p>-Asking questions</p> <p>-Formative assessments</p> <p>-Teacher observation</p>

Unit 3: Days of the Week

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>-What are the names of the days of the week?</p> <p>-¿Qué día es hoy? What day is today?</p> <p>-¿Qué día es mañana? What day is tomorrow?</p> <p>-¿Qué día fue ayer? What day was yesterday?</p>	<p>-Learn the days of the week in Spanish.</p> <p>- Sing and memorize the days of the week's song.</p>	<p>-Repeat the days of the weeks.</p> <p>-Sing to "Canción los días de la semana."</p> <p>-Play a Spanish word bingo.</p> <p>-Matching activity.</p> <p>- Muzzy activities.</p>	<p>-Teacher's observation and class participation.</p> <p>-Oral presentation.</p> <p>-Handouts.</p> <p>-Self-assessment</p> <p>-Oral repetition</p> <p>-Oral response to questions.</p>

Unit 4: Body Parts

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>- How does one respond to: “Where is your head, shoulders, knees and toes?” (“¿Dónde está tu cabeza, hombros, rodillas y dedos?”)</p> <p>-How can I follow commands involving the body parts?</p>	<p>- Verbally identify and name the parts of the body in Spanish (cabeza, hombros, rodillas, pies, ojos, orejas, boca y nariz.)</p> <p>-Write the body parts words in Spanish.</p> <p>-Follow commands involving the body parts.</p>	<p>- YouTube Video— “Cabeza, hombro, rodilla, y pie” song.</p> <p>-Create a “super monster vocabulary.”</p> <p>-Smart board</p> <p>- Group Activities,</p> <p>- Paired activities,</p> <p>- Muzzy Activities,</p> <p>- “Simon Says” using body parts in Spanish</p> <p>- “Head, Shoulders, Knees and Toes”</p> <p>- Body Parts Bingo</p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Asking questions</p> <p>- Worksheets</p> <p>- Formative assessments</p> <p>- Listening comprehension activities</p> <p>- Dialogs in pairs</p> <p>-Teacher observation.</p>

Unit 5: Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>-Who are the members of a family?</p> <p>-How can I describe my family?</p> <p>-What's different about my family?</p>	<p>-Learn the basic vocabulary associated with the family (papá, mamá, hijo, hija, abuelo, abuela, hermano, hermana).</p> <p>-Write the names of the family members.</p> <p>-Create a family tree.</p> <p>-Identify the following family members: el amigo, la amiga, el sobrino, la sobrina, el tío, la tía.</p> <p>-Answer the question "¿Quién es?" with "Es...."</p>	<p>-Sing to: "La Familia canción infantil."</p> <p>-Glue pictures and write the words that correspond to each picture.</p> <p>-Matching activity</p> <p>-Guess who is it game</p> <p>-Make sentences using the family members.</p> <p>-Create a family tree.</p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Asking questions</p> <p>- Worksheets</p> <p>- Formative assessments</p> <p>- Listening comprehension activities</p> <p>- Dialogs in pairs</p> <p>-Teacher observation</p>

Unit 6: Colors

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>-How can I describe the different objects in the classroom using colors?</p> <p>-How can I follow commands using the colors?</p>	<p>-Learn the names of the following colors: red, blue, yellow, orange, purple, and green, brown, black and white in Spanish.</p> <p>-Follow commands involving the colors.</p>	<p>-Sing to the song: “Spanish Color Rhyme Song -Rima de los Colores by Miss Rosi.”</p> <p>-Muzzy activities.</p> <p>-Play Bingo using the Smart Board: http://www.abcya.com/search.htm?text=spanish.</p> <p>- Group Activities,</p> <p>- Paired activities,</p> <p>- Examine crayons to find color names in Spanish</p> <p>- Find things in the classroom and label by colors.</p>	<p>- Oral repetition</p> <p>- Oral response to questions</p> <p>- Asking questions</p> <p>- Worksheets</p> <p>- Formative assessments</p> <p>- Listening comprehension activities</p> <p>- Dialogs in pairs</p> <p>-Teacher observation</p>

New Jersey Core Curriculum Content Standards
Academic Area

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

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings.

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

7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.

Skim and scan target language authentic materials to identify classroom items and furniture and their location.

7.1.NM.A.4 Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.

7.1.NM.A.2 Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.

7.1.NM.B.5 Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.

New Jersey Scoring Rubric

Expectations	3	2	1
Classroom preparation	Completes assignments on time and is prepared	<ul style="list-style-type: none"> - Assignments sometimes completed on time. - Sometimes prepared 	<ul style="list-style-type: none"> - Often have late, incomplete assignments - Often unprepared
Classroom Involvement	<ul style="list-style-type: none"> - Makes appropriate contributions - Listens attentively to others - Alert on task 	<ul style="list-style-type: none"> - At times contributes. - Listen to others most of the times - Needs reminder to use time productively 	Seldom contributes or listens to others
Use of Spanish	<ul style="list-style-type: none"> - Strives to use Spanish in the room as much as proficiency allows - Tries to apply new concepts while speaking 	<ul style="list-style-type: none"> - At times tries to use Spanish in class - Often relies on others to produce the language 	Seldom makes any effort to use Spanish during class
Cooperative learning	<ul style="list-style-type: none"> - Use time productively when working in pairs or groups - Participates fully as a member of the group 	<ul style="list-style-type: none"> - Uses time somewhat productively when working in pairs of a group - Partially contributes in groups 	Makes little or no contribution in pairs or in groups

9-12 points = A

5-8 points = B

4 or less = C