

# Wayne

Township Public Schools

**Grade 2**

**Spanish Curriculum**

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# Wayne Township Public School

## District Curriculum

### World Language: Grade 2

<b>Subject: World Language-Spanish</b>	<b>Grade: 2</b>
<b>Essential Question and Enduring Understandings</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is it important to know another language such as Spanish?</li> <li>• How can speaking Spanish help me in my life?</li> <li>• How can I use Spanish to meet new people and have new experiences?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Communicating with others is a life skill.</li> <li>• Learning a new language broadens cultural awareness and linguistic flexibility.</li> <li>• Learning about the customs and social norms of other cultures helps to foster communication and understanding.</li> </ul>	
<b>Topics and Pacing:</b>	<b>Instructional Materials:</b>
<p><u>Unit 1 (Trimester 1, 11 weeks)</u></p> <ul style="list-style-type: none"> <li>• Greetings, farewells, introductions (Review, add hasta luego)</li> <li>• Good morning song in Spanish (Buenos dias)</li> <li>• <i>La lechuza song</i></li> <li>• Hispanic hand signals for the classroom</li> <li>• Culture of Spain, Mexico and Peru</li> <li>• Days of the week</li> <li>• Weather &amp; descriptors (it's hot, warm, cool, cold, sunny, windy)</li> <li>• Family and Culture (Review K/1 and cousins)</li> </ul> <p><u>Unit 2 (Trimester 2, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>• Climate Change (climate change, weather v. climate, global warming, El Niño &amp; La Niña)</li> <li>• Numbers (Review K/1 and up to 20)</li> <li>• Colors (Review K/1, add variations of brown, pink, orange, gray)</li> <li>• Art of Frida Kahlo</li> <li>• Classroom objects (Name and write K/1 objects)</li> </ul>	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Wayne Township Public Schools K-2 Spanish Website</a></li> <li>• Spanish workbook</li> <li>• <a href="#">Rockalingua.com</a> educational research has shown that music and interactivity greatly enhance the effectiveness of Spanish lessons for kids</li> <li>• Teach them Spanish Grade 2 By Waltzer-Hackett</li> <li>• Exploring Spanish Grades 1-2 by American Education Publishing</li> <li>• Books showing the culture and target vocabulary</li> <li>• Songs in Spanish</li> <li>• Games (matching, memory, guessing, bingo)</li> <li>• Visuals for classroom actions and commands (students may use technology as appropriate)</li> <li>• <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> <li>• <a href="#">Climate Change Video</a></li> </ul>

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Unit 3 (Trimester 3, 12 weeks)

- Body parts (Review K/1, add stomach and hair)
- Feelings (Fine, okay, not well, tired, happy, hungry and sad)
- Animals (Review K/1 and add frog, cow, bee, and bear)
- Clothing (12 basic clothing articles)\*
- Colors and numbers review (Bingo game)
- Cinco de mayo- Let's Make Tacos

**\*Details can be viewed in Student's workbook**

**New Jersey Student Learning Standards and Descriptors:**

[New Jersey Student Learning Standards for World Languages](#) **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.

**CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

**CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

**CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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[New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Grade 2](#)

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[New Jersey Student Learning Standards for Social Studies](#)

Holocaust Mandate

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

[New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Concepts:	Assessment Options:
<p>ELA- Students will have opportunities to read and write Spanish/English words.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Science - Students will identify basic vocabulary to learn about animals in Spanish.</p> <p>Math - Students will identify and apply Spanish terms for numbers and dates.</p> <p>Art- Students will understand the commands for color, cut, and glue.</p>	<p><b>Summative:</b> Oral check in with teachers to measure student progress</p> <p><b>Benchmark:</b> Respond to questions using learned vocabulary in context.</p> <p><b>Formative:</b> Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Entrance/Exit questions</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer</li> <li>● Performance tasks</li> <li>● Checklists</li> <li>● Hand signals to show understanding</li> <li>● 4 corners</li> <li>● Ball toss or “hot potato”</li> </ul> <p><b>Alternative:</b> Students act out commands given in Spanish from teacher or songs.</p>

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**Technology Integration / Career and Workplace Skills:**

[ISTE Standards for Students](#)

1.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

[Career Readiness Practices](#)

CRP1. Act as a responsible and contributing community member and employee.

CRP4. Demonstrate creativity and innovation.

[New Jersey Student Learning Standards for Computer Science and Design Thinking](#)

8.1.2.AP.4: Break down a task into a sequence of steps.

[WIDA ELD Standards](#)

*Social and Instructional Language:* ELD Standard 1

**Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:**

**Modifications can be specific to the student's IEP if applicable.**

**Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Teacher modeling
- Choice to work with others or alone

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**Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)