

# Second Grade World Language

## Unit Title: Unit 1 – Introductions

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS World Language

- 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.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.2. With the help of gestures and/or visuals, share with others basic needs 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.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.

##### NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.GCA.1. Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

##### NJSLS - Visual and Performing Arts

- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

#### Central Idea / Enduring Understanding:

##### **Listening Comprehension:**

Students will understand and interpret spoken communication.

##### **Verbal Skills:**

Through prompting, students will answer content-related questions.

##### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

##### **Students Participation:**

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

**Reading/Writing:** Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

#### Essential/Guiding Question:

- How could you say hello?
- How could you say good-bye?
- How do you ask someone their name?
- How do you ask someone how he/she is feeling?
- How do you use dialogue when introducing yourself to a new person?
- How do introductions in Hispanic cultures differ from those in the United States?

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<p><b><u>Content:</u></b></p> <p><b><u>Greetings and Farewells:</u></b></p> <ul style="list-style-type: none"> <li>• Hola (<i>hello</i>)</li> <li>• Adios (<i>good-bye</i>)</li> <li>• Buenos días (<i>Good morning</i>)</li> <li>• Buenas tardes (<i>Good afternoon</i>)</li> <li>• Buenos noches (<i>Good night/evening.</i>)</li> <li>• Hasta luego (<i>See you later.</i>)</li> <li>• Hasta pronto (<i>See you soon.</i>)</li> <li>• Hasta la vista (<i>Until I see you again</i>)</li> </ul> <p><b><u>Introductions:</u></b></p> <ul style="list-style-type: none"> <li>• ¿Cómo te llamas? (<i>What's your name?</i>)</li> <li>• Me llamo.... (<i>My name is....</i>)</li> <li>• ¿Y tú? (<i>And you</i>)</li> <li>• Mucho gusto (<i>Nice to meet you.</i>)</li> <li>• Igualmente (<i>Likewise</i>)</li> </ul> <p><b><u>Courtesies and Emotions:</u></b></p> <ul style="list-style-type: none"> <li>• ¿Cómo estás? (<i>How are you?</i>)</li> <li>• bien (<i>well</i>)</li> <li>• mal (<i>not well/sick</i>)</li> <li>• así, así (<i>so, so/okay</i>)</li> <li>• cansado/a (<i>tired</i>)</li> <li>• enfermo (<i>sick</i>)</li> <li>• gracias (<i>thank you</i>)</li> <li>• de nada (<i>you're welcome</i>)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Introduce oneself to a peer using appropriate vocabulary</li> <li>• Bid farewell to a peer</li> <li>• Express emotions</li> <li>• Select an appropriate greeting for the time of day</li> <li>• Use questioning techniques with peers</li> <li>• Simulate an interaction with a partner using acquired vocabulary</li> </ul>
<p><b><u>Interdisciplinary Connections</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b>RL.MF. 2.6.</b> - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or pl</p> <p><b>SL.PE. 2.1.b.</b> - Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>2-LS2-1.</b> - Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><b>6.1.2 HistoryUP.1</b> - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistorySE.1</b> - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.</p>	
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Individual Responses</li> <li>• Cooperative Activities</li> <li>• Interactive Dialogues</li> <li>• Chant</li> <li>• Role-play</li> <li>• Discussions of similarities and differences</li> <li>• Skit</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Quarterly Assessments</li> <li>• Presentation rubric</li> <li>• Small group activities</li> <li>• Skit</li> </ul>

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a video, introduce the following greetings and farewells:  
-Hola (*hello*)  
-Adios (*good-bye*)  
-Buenos días (*Good morning*)  
-Buenas tardes (*Good afternoon*)  
-Buenos noches (*Good night/evening*)
- Using visuals, display a time of day. Students will select the appropriate greeting for that time
- Using search engines, students discover differences in introductions in Hispanic cultures
- Role Play – Students will enter and leave the classroom practicing the appropriate greeting.

#### Lesson 2

- Review previous lesson's vocabulary using greetings video.
- Through a conversation video, introduce the concept of asking someone their name:  
-¿Cómo te llamas? (*What 's your name?*)  
-Me llamo....*My name is....*  
-¿Y tú? (*And you*)  
-Mucho gusto (*Nice to meet you.*)  
-Igualmente (*Likewise*)
- Introduce a chant, so students can practice asking peers their name and responding with their own name.

### Learning Opportunities/Strategies:

#### Lesson 3

- Review previous lesson's vocabulary using the conversation video.
- Using visuals, introduce the following courtesies and emotions:
  - o ¿Cómo estás? (*How are you?*)
  - o bien (*well*)
  - o mal (*not well/sick*)
  - o así, así (*so, so/okay*)
  - o cansado/a (*tired*)
  - o enfermo (*sick*)
  - o gracias (*thank you*)

### Resources:

#### Lesson 1

- Greetings Video
- Vocabulary
- Time of Day Visuals
- Search engine/iPad or computer
- Greetings and Farewells

#### Lesson 2

- Greetings Video
- Conversation Video
- Vocabulary
- Chant

### Resources:

#### Lesson 3

- Conversation Video
- Visuals
- Vocabulary

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<ul style="list-style-type: none"><li>o de nada (<i>you're welcome</i>)</li><li>Utilize Total Physical Response to practice new vocabulary (e.g., Teacher shows thumbs-up and a smile to demonstrate bien. Students repeat word and motion)</li></ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"><li>Review the previous lesson's vocabulary using video of student presentations from prior years.</li><li>Present and explain grading rubric for presentation.</li><li>Class studies the script and practices dialogue.</li></ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"><li>Practice script with an assigned partner.</li><li>Teacher assesses students' progress within groups.</li></ul> <p><b>Learning Opportunities/Strategies:</b></p> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"><li>Students continue to practice script with their assigned partner.</li><li>Partners begin skit presentations.</li></ul>	<ul style="list-style-type: none"><li>Teacher's Actions</li><li>Vocabulary</li></ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"><li>Student Presentation Video</li><li>Presentation Rubric</li><li>Presentation Script</li></ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"><li>Presentation Script</li><li>Cards for group activity</li></ul> <p><b>Resources:</b></p> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"><li>Presentation Script</li><li>Props for Skits</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
			Use of consistent repetition

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		Extra time allotment	Directions repeated, clarified, reworded, and modeled
		Use of consistent repetition	
		Directions repeated, clarified, reworded, and modeled	Individualized attention

### Unit Title: Unit 2 – Breakfast

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS World Language

- 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.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.2. With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4. React to a few procedural instructions, directions, and commands in classroom situations.
- 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.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### NJSLS Social Studies

- 6.1.2.CivicsCM. 3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1. Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1. Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.1. Identify a simple search term to find information in a search engine or digital resource.

#### NJSLS Visual and Performing Arts

- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

#### Central Idea / Enduring Understanding:

##### **Listening Comprehension:**

Students will understand and interpret spoken communication.

#### Essential/Guiding Question:

- What are the common American breakfast foods in Spanish?

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<p><b>Verbal Skills:</b> Through prompting, students will answer content-related questions.</p> <p><b>Knowledge of Culture:</b> Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<ul style="list-style-type: none"> <li>• How do you ask for something?</li> <li>• How do you ask another if he/she would like something?</li> <li>• How do you state whether you like a certain food or not?</li> <li>• What are our breakfasts like compared to typical Latin American breakfasts?</li> </ul>
<p><b><u>Content:</u></b></p> <p><b><u>Breakfast Foods:</u></b></p> <ul style="list-style-type: none"> <li>• La fruta (Fruit)</li> <li>• El tocino (Bacon)</li> <li>• La salchicha (Sausage)</li> <li>• El pan (Bread)</li> <li>• El cereal (Cereal)</li> <li>• La leche (Milk)</li> <li>• El jugo (Juice)</li> <li>• Los huevos (Eggs)</li> <li>• Los panqueques (Pancakes)</li> <li>• Las papas (Potatoes)</li> <li>• El queso (Cheese)</li> </ul> <p><b><u>Phrases:</u></b></p> <ul style="list-style-type: none"> <li>• Yo quiero... (I want...)</li> <li>• ¿Quieres...? (Do you want...?)</li> <li>• Me gusta... (I like...)</li> <li>• No me gusta... (I don't like...)</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• State common breakfast foods in Spanish</li> <li>• Express a want</li> <li>• Express like and dislike</li> <li>• Pose a question to another</li> <li>• Compare American breakfasts to those of other countries</li> </ul>
<p><b><u>Interdisciplinary Connections</u></b> Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b>RL.MF. 2.6.</b> - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or pl</p> <p><b>SL.PE. 2.1.b.</b> - Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>6.1.2 HistoryUP.1</b> - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistoprySE.1</b> - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.</p>	

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## Stage 2: Assessment Evidence

### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Interactive Dialogues
- Role-play
- Discussions of similarities and differences
- Skit

### Other Evidence:

- Quarterly assessments
- Individual activities
- Small group activities
- Presentation of work
- Roleplay

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a PowerPoint, introduce the following breakfast foods:  
-La fruta (Fruit)  
-El tocino (Bacon)  
-La salchicha (Sausage)  
-El pan (Bread)  
El cereal (Cereal)  
-La leche (Milk)  
-El jugo (Juice)  
-Los huevos (Eggs)  
-Los panqueques (Pancakes)  
-Las papas (Potatoes)
- Turn and Talk: Students will see new pictures of breakfast spreads and discuss each item.
- Discuss as a group

#### Lesson 2

- Using PowerPoint, review the previous lesson's vocabulary.
- Introduce the vocabulary:  
-Me gusta... (I like...)  
-No me gusta... (I don't like...)
- Students will view the pictures of the vocabulary and will be told to stand for, "I like" and sit for, "I don't like."

### Learning Opportunities/Strategies:

#### Lesson 3

- Using PowerPoint, review the vocabulary.
- Cut and paste activity: Place foods under the correct column.
- Present their work to the class

### Resources:

#### Lesson 1

- PowerPoint Presentation
- Pictures of breakfast spreads/buffets

#### Lesson 2

- PowerPoint Presentation
- Food visuals

### Resources:

#### Lesson 3

- PowerPoint Presentation
- Glue
- Scissors
- Papers

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### Lesson 4

- Using PowerPoint, review vocabulary.
- Introduce the vocabulary:  
-Yo quiero... (I want...)  
-¿Quieres...? (Do you want...?)
- Students will be told a sentence by the teacher and they will have to go get the correct item. (Ex. Yo quiero tocino. *I want bacon.*)
- Students will then create their own sentences and have the next student fetch the correct food.

### Lesson 5

- Using PowerPoint, review the vocabulary.
- The students will write sentences using "Quiero..." with a picture that matches.

### Learning Opportunities/Strategies:

### Lesson 6

- Using PowerPoint, review all the vocabulary.
- Teacher will model a small role play asking a person for food. Class will practice as a group.
- Students will be paired, given scripts, and allowed to practice with their partners.
- Each group will present.

### Lesson 7

- The students will view pictures and read descriptions of typical breakfasts in Latin American countries.
- Venn Diagram: Students will compare and contrast American breakfasts with those of the other countries by using a search engine to aid in their research.
- Students will view pictures of American and Latin breakfasts and they will have to pick a side to show which one they would prefer.

### Lesson 4

- PowerPoint Presentation

### Lesson 5

- Plastic food items

### Resources:

### Lesson 6

- PowerPoint Presentation
- Scripts

### Lesson 7

- PowerPoint Presentation
- Venn Diagram
- Breakfast visuals
- Photos of international breakfasts



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<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

### **Unit Title:** Unit 3 – Weather

### Stage 1: Desired Results

#### **Standards & Indicators:**

#### **NJSLS World Language**

- 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.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.
- 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.2. With the help of gestures and/or visuals, share with others basic needs 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.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.
- 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.

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- 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.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

### **NJSLS - Visual and Performing Arts**

- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

#### **Central Idea / Enduring Understanding:**

##### **Listening Comprehension:**

Students will understand and interpret spoken communication.

##### **Verbal Skills:**

Through prompting, students will answer content-related questions.

##### **Knowledge of Culture:**

Students will display culturally appropriate behaviors, both verbally and non-verbally.

**Students Participation:** Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

##### **Reading/Writing:**

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

#### **Essential/Guiding Question:**

- What are the basic weather expressions?
- How do you state the temperature?
- How do you ask about the weather?
- What are the seasons?
- What weather can be expected in each season?
- What is the weather like in different geographical locations?
- What can be done to prevent climate change?

#### **Content:**

##### **Temperature:**

- Hace frío. (It is cold.)
- Hace fresco. (It is cool.)
- Hace calor. (It is warm.)

##### **Weather Expressions:**

- Hace sol. (It is sunny.)
- Hace viento. (It is windy.)
- Está nublado. (It is cloudy.)
- Está nevando. (It is snowing.)
- Está lloviendo. (It is raining.)
- Hace buen tiempo. (It is good weather.)
- Hace mal tiempo. (It is bad weather.)
- ¿Qué tiempo hace? (What is the weather like?)

##### **Seasons:**

- La primavera (The spring)
- El otoño (The fall)
- El verano (The summer)
- El invierno (The winter)

#### **Skills(Objectives):**

- State the temperature
- Describe in detail the weather
- Ask in general terms about the weather
- Create specific questions about the weather
- Discuss the effects of the seasons
- Differentiate between the weather of distinct geographical zones
- Discuss ways to prevent climate change/protect the environment

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### Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

**RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

**RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

**K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**6.1.2 HistoryUP.1** - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

**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.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Discussions of similarities and differences
- Written responses
- Oral presentation

#### Other Evidence:

- Quarterly Assessments
- Small group activities
- Presentation of work

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Lesson 1

- Using a PowerPoint, introduce the following weather terms:  
-Hace frío. (It is cold.)  
-Hace fresco. (It is cool.)  
-Hace calor. (It is warm.)  
-Hace buen tiempo. (It is good weather.)  
-Hace mal tiempo. (It is bad weather.)  
-¿Qué tiempo hace? (What is the weather like?)
- Display pictures with different weather scenes. Going through the list of vocabulary, students respond with Sí or No.
- Students draw in the weather in the correct boxes on a worksheet.

##### Lesson 2

- Review previous lesson's vocabulary using visuals.

#### Resources:

##### Lesson 1

- PowerPoint Presentation

- Weather visuals

- Worksheet
- Crayons

##### Lesson 2

- Weather visuals

## Second Grade World Language

<ul style="list-style-type: none"><li>• Through the PowerPoint, introduce the remaining weather expressions: -Hace sol. (It is sunny.) -Hace viento. (It is windy.) -Está nublado. (It is cloudy.) -Está nevando. (It is snowing.) -Está lloviendo. (It is raining.)</li><li>• Display pictures or videos with different weather scenes. Students Turn and Talk to discuss weather. Discuss as a group.</li><li>• <b>Pictionary:</b> Several students will quickly draw a weather scenario on the board while the class counts to thirty in Spanish. Students use the vocabulary to guess what the clue was.</li></ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b><u>Lesson 3</u></b></p> <ul style="list-style-type: none"><li>• Review previous lesson's vocabulary using the PowerPoint.</li><li>• Introduce the four seasons: -La primavera (The spring) -El otoño (The fall) -El verano (The summer) -El invierno (The winter)</li><li>• Watch a video that has an animated character discuss the weather and seasons with people from various places.</li><li>• SmartBoard Activity: Label four columns with the seasons. Move the icons that correspond with the weather terms into each column to which they apply.</li></ul> <p><b><u>Lesson 4</u></b></p> <ul style="list-style-type: none"><li>• Review all vocabulary using the PowerPoint.</li><li>• Think-Pair-Share with weather sounds: Students close eyes while weather sounds are played. (Ex. Windy day, thunderstorm, etc.) After each sound, students discuss with their peers what weather they believed it was and then discuss as a class.</li><li>• Students make Weather Books by creating a new page for each weather description.</li></ul>	<ul style="list-style-type: none"><li>• PowerPoint presentation</li><li>• Pictures and/or videos</li><li>• Whiteboards</li><li>• Markers</li></ul> <p><b><u>Resources:</u></b></p> <p><b><u>Lesson 3</u></b></p> <ul style="list-style-type: none"><li>• PowerPoint</li><li>• Weather video</li><li>• SmartBoard with activity</li></ul> <p><b><u>Lesson 4</u></b></p> <ul style="list-style-type: none"><li>• PowerPoint</li><li>• Weather audio/Relaxation sounds</li><li>• Art Supplies</li><li>• Weather Books</li></ul>
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## Second Grade World Language

### Learning Opportunities/Strategies:

#### Lesson 5

- Review all vocabulary using the weather video.
- Using Google Earth, show the students the space view of the world. Discuss where the warm areas and the cold areas of the world are. Focusing on different regions have them discuss the weather (deserts, rainforests, Antarctic, etc).
- Students will draw a picture in each box labeled with the same locations and write descriptive weather sentences underneath for each region.
- When referring to some of these regions, discuss any effects of climate change and how to prevent it
- Students will present their work

#### Lesson 6

- Review all vocabulary using the weather video.
  - Have students rotate between four activities:
- Flashcards: Students will take turns quizzing their peers with flashcards.
- Memory: The matches will be the weather expressions in the two languages.
- Read Aloud: Taking turns they will read the weather phrases and translation to practice their verbal skills.
- Assessment with teacher: Students will be assessed in small groups

### Resources:

#### Lesson 5

- Weather Video
- Google Earth or Google Maps
- Writing/Drawing papers
- Art Supplies

#### Lesson 6

- Weather video
- Flashcards
- Memory Cards
- Weather Sentence sheets
- Weather cards

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)

## Second Grade World Language

Student-led activities Enrichment of content Personalization of projects and presentations	Provide samples of student work  Material Organization  Pair with higher-achieving students  General use of varied modalities – kinesthetic, visual, auditory, tactile	Provide samples of student work  Material Organization  Pair with on grade level or higher-achieving students  Specific use of modalities - kinesthetic, visual, auditory, tactile  Extra time allotment  Use of consistent repetition  Directions repeated, clarified, reworded, and modeled	Provide samples of student work  Material Organization  Pair with on grade level or higher-achieving students  Extra time allotment  Use of consistent repetition  Directions repeated, clarified, reworded, and modeled  Individualized attention
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**Unit Title:** Unit 4 – Parts of the Body

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS World Language**

- 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.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.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.

**NJSLS Visual and Performing Arts**

- 1.1.D.2. Identify elements of art and principles of design in specific works of art and explain how they are used.

**Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.2. Demonstrate originality and inventiveness in work.

**Central Idea / Enduring Understanding:**

**Listening Comprehension:**

Students will understand and interpret spoken communication.

**Verbal Skills:**

Through prompting, students will answer content-related questions.

**Essential/Guiding Question:**

- How do you say the parts of the body in Spanish?
- How can you state how many of each body part we have?
- How can you talk about someone else in the third person?

## Second Grade World Language

<p><b>Knowledge of Culture:</b> Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p><b>Students Participation:</b> Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p><b>Reading/Writing:</b> Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<ul style="list-style-type: none"> <li>How can you pose a question of quantity?</li> </ul>
<p><u><b>Content:</b></u></p> <p><b>Parts of the Body:</b></p> <ul style="list-style-type: none"> <li>Las partes del cuerpo (Parts of the body)</li> <li>El cuerpo (The body)</li> <li>Las manos (Hands)</li> <li>Los pies (Feet)</li> <li>La cabeza (Head)</li> <li>Los hombros (Shoulders)</li> <li>Las piernas (Legs)</li> <li>Los ojos (Eyes)</li> <li>Las orejas (Ears)</li> <li>La boca (Mouth)</li> <li>La nariz (Nose)</li> <li>El pelo (Hair)</li> </ul> <p><b>Expressions:</b></p> <ul style="list-style-type: none"> <li>Cuantos/as (How many?)</li> <li>Tengo (I have)</li> <li>Tiene (He/She/It has)</li> </ul>	<p><u><b>Skills(Objectives):</b></u></p> <ul style="list-style-type: none"> <li>State the basic external body parts in Spanish</li> <li>Describe oneself using full sentences</li> <li>Describe others using full sentences</li> <li>Create questions on quantity using their vocabulary</li> <li>Interpret simple verbal commands</li> </ul>
<p><u><b>Interdisciplinary Connections</b></u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><b>RL.MF. 2.6.</b> - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p><b>RI.TS.2.4-</b> Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p><b>SL.UM.2.5.</b> - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>6.1.2 HistoryUP.1</b> - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistoprySE.1</b> - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.</p>	

# Second Grade World Language

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Interactive Dialogues
- Discussions of similarities and differences
- Interpreting verbal cues
- Oral presentation

### Other Evidence:

- Student participation
- Written activity
- Project presentation

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1

- Using a PowerPoint presentation, introduce the following vocabulary:  
-El cuerpo (The body)  
-Las manos (Hands)  
-Los pies (Feet)  
-La cabeza (Head)  
-Los hombros (Shoulders)  
-Las piernas (Legs)
- Students repeat the words touching the respective body part imitating the teacher.
- Students pair up and are told a body part. They must connect to their partner by that part. (Ex. Shoulders: They must connect at the shoulders.)

#### Lesson 2

- Using a PowerPoint presentation, introduce the following vocabulary:  
-Los ojos (Eyes)  
-Las orejas (Ears)  
-La boca (Mouth)  
-La nariz (Nose)  
-El pelo (Hair)
- Students will be taught, "Head, Shoulders, Knees, and Toes" in Spanish. Students follow along singing at different speeds.
- Students will view Body Parts in a Spanish video, touching their own body with the song.

### Learning Opportunities/Strategies:

#### Lesson 3

- Using the Spanish video, review the vocabulary.
- Introduce the phrase:  
-Tengo (I have)

### Resources:

#### Lesson 1

- PowerPoint Presentation

#### Lesson 2

- PowerPoint Presentation
- Instrumental Music
- Body Parts video

### Resources:

#### Lesson 3

- Spanish Video



## Second Grade World Language

- Incorrecto: The teacher will talk about the body using correct and incorrect sentences. When students hear an incorrect expression, they will say "Incorrecto!" (Ex. I have 3 eyes.)
- Students will then try to lead the game.

### Lesson 4

- Using the Spanish video, review the vocabulary.
- Introduce the phrase:  
-Tiene (He/She/It has)
- Using pictures of friendly aliens, the students practice describing the alien's body.
- Students design their own alien and write sentences describing how many of each body part it has.

### Learning Opportunities/Strategies:

### Lesson 5

- Using the PowerPoint presentation, review the vocabulary.
- Simon Says: Students will play Simon Says in Spanish.
- Picassos: Students will learn about Pablo Picasso and view some of his paintings featuring distorted people. Students then make "Picassos" of their own by getting blindfolded, and will listen to oral instructions on how to draw the body.

### Lesson 6

- Using the PowerPoint presentation, review the vocabulary.
- In small groups, students will receive a large piece of bulletin board paper. Students trace a student's body on the paper and work together to label their vocabulary words in the correct spot.
- Students will present their work using the verb "tener" (to have).

### Lesson 4

- Spanish Video
- Alien pictures
- Design The Alien worksheet

### Resources:

### Lesson 5

- PowerPoint presentation
- Pictures of Picasso's paintings
- Whiteboards and Markers
- Blindfold

### Lesson 6

- PowerPoint presentation
- Bulletin Board paper
- Art supplies

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## Second Grade World Language

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Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

# Second Grade World Language

## World Language Pacing Guide Grade 2

<b>MP</b>	<b>Units</b>	<b>*Unit TOTAL</b>	<b>Cumulative **TOTAL</b>
<b>MP1</b>	Unit 1 – Introductions	<b>42 days</b>	<b>42 days</b>
<b>MP2</b>	Unit 2 – Breakfast	<b>48 days</b>	<b>90 days</b>
<b>MP3</b>	Unit 3 – Weather	<b>42 days</b>	<b>132 days</b>
<b>MP4</b>	Unit 4 – Parts of the Body	<b>48 days</b>	<b>180 days</b>

\* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.