

World Language FLES Program

Curriculum Unit Outline

Grade 2

The primary goal of the FLES program is effective, communicative proficiency in Spanish. Language acquisition is a cumulative, ongoing process and accuracy is the result of deliberate interpretive and presentational experiences. All unit goals and objectives will be continually reinforced and revisited throughout the year. Spanish is taught in context through the use of songs, games, books, crafts, and activities. The Spanish curriculum connects to and expands on topics taught in other disciplines, such as Language Arts, Social Studies, Math, Music, Physical Education, and Art. By enhancing and expanding other content areas, World Language study supports Common Core Standards in those areas. Technology is a tool to access information, make lessons more engaging, and provide students with opportunities to communicate with students in Spanish speaking countries. Second grade students will learn the alphabet and begin writing Spanish words, generally just copying words in their personal dictionaries.

World-Readiness Standards for Learning Languages:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Cultures: Interact with cultural competence and understanding

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- 5.1 Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Yearly Theme: Families and Communities: How do families and communities differ around the world? How do eating and dining habits compare across cultures?

Essential Questions:

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do families differ in other cultures and communities?
- What are important places in my community?
- Why is it important to eat healthy foods?
- Which foods in the target culture are similar to or different from foods in my culture?
- Why are fairytales and folklore important to all cultures?
- How do certain aspects of fairytales and folklore remain the same or differ among cultures?

Enduring Understandings:

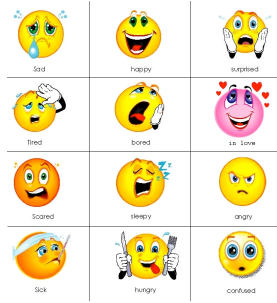
Students will understand that:

- People in other countries and other cultures communicate using different words to name objects and ideas.
- In order to better understand people of a different culture we must speak their language.
- Family relationships and roles differ across cultures.
- Communities around the world differ in size and layout.
- People in different cultures have healthy diets and lead healthy lifestyles.
- Fairytales and folklore are important to all cultures because they teach lessons/morals and they maintain the culture's traditions and values.



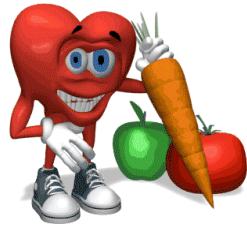
UNIT 1 – 3 weeks

<p>Objectives:</p> <p>THEME: Getting to Know Each Other - Review</p>	<ul style="list-style-type: none"> • Student will interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2) • Students will state their names using Spanish construction. (1.2) (1.2) • Students will learn the Spanish alphabet and the sound they make. (1.1) (1.2) (3.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will count 1-100. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p><i>Review vocabulary: greetings, farewells, me llamo...; meses del año, días de la semana, tiempo, estaciones birthday, party, gifts, piñata, name</i> <i>Alphabet</i> <i>GAME: alphabet: lotería, dig for treasure, scavenger hunt</i> Numbers 1-100 Books: <u>Buenos días Julio y Julia</u>; review books from last year Song: <i>review a variety of songs from the past 2 years</i></p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Simple Readers; alphabet Math: Counting and One-to-One Correspondence Music and Physical Education: Rhythm and Movement Science: weather, seasons Social Studies: Celebrations, months, days of the week</p>



UNIT 2 – 6 weeks

<p>Objectives:</p> <p>THEME: Emotions - expansion</p>	<ul style="list-style-type: none"> • Students will sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will express emotional state. (1.1) (1.2) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1) • Students will listen to teacher count by 5’s and 10’s. (1.1) (1.2) (3.1)
<p>Language:</p>	<p>Politeness words: please, thank you, your welcome Feelings vocabulary: happy, sad, so-so, angry; surprised, scared, sick, etc. – talk about characters in books <i>Review Calendar and Family: mom, dad, brother, sister, grandpa, grandma, cousins, aunt, uncle</i> Book: <u>Rainbow Fish</u>; <u>Si te sientes bien contento</u>; <u>¡Que nervios! El primer día de la escuela</u>; <u>¿Cómo dicen estoy enojado los dinosaurios?</u>; <u>La verdadera historia de los 3 cerditos</u> Song: “The More We Get Together”, “If you’re happy and you know it...”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Personality traits - characters Music and Physical Education: Rhythm and Movement Social Studies: Emotions (Connections across Communities)</p>



UNIT 3 – 6 weeks

<p>Objectives:</p> <p>THEME: Healthy Choices</p>	<ul style="list-style-type: none"> • Students will identify members of the nuclear and extended family. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will identify popular foods in their own and in the target culture. (1.1) (1.2) • Students will compare and contrast target culture foods with their culture foods. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)
<p>Language:</p>	<p>Food vocabulary: foods in target culture - expansion of foods from last year Identify healthy choices and not healthy choices <i>Express likes and dislikes</i> GAME: Who stole the cookies from the cookie jar? Book: <u>Si le das un panecillo a un alce</u>; <u>Si le das una galleta a un ratón</u>; <u>¿Cómo comen los dinosaurios?</u>; <u>Sopa de hortalizas</u>; <u>El ratoncito, la fresa roja y madura y el gran oso hambriente</u>; <u>Si le das un pastelito a un gato</u>; <u>Si le das un panqueque a una cerdita</u> Song: “Las frutas”; “Bistec”</p>
<p>Connections to Content Areas:</p>	<p>Health: Healthy choices - foods Language Arts: Food diary Math: Counting by 5’ and 10’s Music and Physical Education: Rhythm and Movement Social Studies: Foods around the world</p>



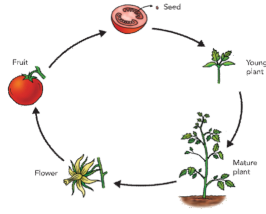
UNIT 4 – 3 weeks

<p>Objectives:</p> <p>THEME: Family and Holidays - expansion</p>	<ul style="list-style-type: none"> • Students will celebrate Spanish traditions. (2.1) (2.2) (3.1) (3.2) (4.2) • Students will listen to/view holiday books and videos. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2) • Students will identify shapes. (1.1) (1.2) (3.1) • Students will create 2 dimensional star shaped piñata in art. (1.1) (1.2) (3.1) • Students will tell time on the hour. (1.1) (1.2) (3.1) • Students will sing traditional Spanish songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p>Holiday vocabulary: Thanksgiving and Christmas – 3 kings day Time on the hour: 1:00, 2:00, etc. Family vocabulary: <i>Extended family vocabulary: aunt, uncle, cousin, grandmother, grandfather,</i> Books: <u>El canguro tiene mamá; Con mi hermano; Bebé oso aprende decir <<por favor>>; La silla de Pedro; Si le haces una fiesta a una cerdita</u> Song: “Que familia grande”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Label Drawings; Word Recognition Math: Shapes; time on the hour Music and Physical Education: Rhythm and Movement Social Studies: Family and Holidays (traditions/celebrations)</p>



UNIT 5 – 6 weeks

<p>Objectives:</p> <p>THEME: Communities</p>	<ul style="list-style-type: none"> • Students will compare and contrast types of neighborhoods. (1.1) (1.2) • Students will identify typical locations (and jobs) in the neighborhoods. (1.1) (1.2) (3.1) • Students will compare and contrast land formations in different regions of target culture countries. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2) • Students will compare and contrast different forms of transportation. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2) • Students will respond to basic directions. • Students will meet their counterparts in neighboring community with whom they have been communicating throughout the year. (5.2)
<p>Language:</p>	<p>Community vocabulary: urban, suburban, rural, mountains, valleys, rivers, plains, ocean, sea</p> <p>Post office, grocery store, bank, restaurant, store, school, park</p> <p>Left, right, up, down, east, west, north, south</p> <p>Book: <u>El conejo Knuffle</u>; <u>Henry and Mudge series</u></p> <p>Song: “Arriba, Arriba, Abajo, Abajo”</p> <p>Dance: “La Raspa”</p> <p><i>Cultural Encounter: visit with our Spanish speaking friends in the neighboring community with whom we have been corresponding all year</i></p>
<p>Connections to Content Areas:</p>	<p>Language Arts: label items</p> <p>Math: Directionality</p> <p>Music and Physical Education: Rhythm and Movement</p> <p>Science: land forms</p> <p>Social Studies: Neighborhoods and Communities (Connections across Communities)</p>



UNIT 6 – 6 weeks

<p>Objectives:</p> <p>THEME: Plant Life Cycles and Habitats</p>	<ul style="list-style-type: none"> • Students will identify the life cycles of plants (and animals). • Students will identify typical plants of Spanish speaking countries. (1.1) (1.2) (3.1) • Students will identify on a map the habitats of various plants and the weather in those areas. (1.1) (1.2) (3.1) (4.1) • Students will sing songs about life cycles and habitats and make appropriate gestures and movements. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of English stories. (1.1) (1.2) (3.1) (4.2)
<p>Language:</p>	<p>Plant vocabulary: tree, plant, flower, seed, fruit, vegetable, garden, air, to grow, etc.</p> <p>https://youtu.be/U4YXVIIj1nA</p> <p>https://youtu.be/dwJRKH4vKpc</p> <p>Book: <u>La Semilla de Zanahoria</u></p> <p>Song: https://youtu.be/uezJQyC5J7Q</p>
<p>Connections to Content Areas:</p>	<p>Art: Draw the life cycle of a plant</p> <p>Language Arts: Non-fiction – reading for information (Dr.Seuss)</p> <p>Music and Physical Education: Rhythm and Movement</p> <p>Science: Life cycles; Habitats</p> <p>Social Studies: Map of Spanish Speaking Countries</p>



UNIT 7 – 6 weeks

<p>Objectives:</p> <p>THEME: Fairytales and Folklore</p>	<ul style="list-style-type: none"> • Students will identify characters of familiar fairytales. (1.1) (1.2) • Students will identify the emotions of familiar characters. (1.1) (1.2) • Students will compare and contrast US fairytales and folklore with Spanish fairytales and folklore. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2) • Students will sing songs about fairytale characters and make appropriate gestures. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of familiar English fairytales. (1.1) (1.2) (3.1) (3.2) (4.1) • Students will listen to/view authentic fairytales and folklore from Spanish speaking countries. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)
<p>Language:</p>	<p>Fairytale vocabulary: prince, princess, dwarf, magic, castle, etc. GAME: Students act out a fairytale and others try to guess which one it is. Books: <u>Blancanieves</u>; <u>La Bella Durmiente</u>; <u>El Patito Feo</u>; <u>Las Tres Cabras Gruñonas</u>; <u>Había una vez: Cuentos Tradicionales Latinoamericanos</u>; <u>La lagartija y el sol</u> Songs: “El payaso baila”; various Disney songs in Spanish</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Fairytales and Folklore Music and Physical Education: Rhythm and Movement Social Studies: Stories/legends from various Spanish speaking countries</p>

Assessment

- **Students will present their Portfolio of Spanish Work at a Celebration for their parents and the community.**
- **Parent survey**
- **Teacher survey**
- **Standards added to report card: student can identify emotions, foods, and places in the community; they can identify parts of the life cycle of some plants and animals; they can describe basic characters of familiar fairy tales with limited memorized vocabulary, etc.**

Materials: videos, songs, stories, games, art supplies

Online: Babytv español; Calico; Spanish playground; Hispanic culture on line; Toobys; Hippa, Hippa, Hey, Mama Lisa's World; spanishtown.ca; myspanishgames.com

Books: Hispanic Games and Rhymes; Let's Play Games in Spanish; Teach me Spanish; Teach me more Spanish; Story books (like those mentioned in outline)