

Spanish Curriculum

Second Grade

By the end of second grade, students will identify letter sound relationships and recognize new words by the use of phonics skills and word patterns. Second graders will know how to express and use letter sound relationships so that they can demonstrate comprehension through the use of context clues. They will be able to apply word relationships to other subject areas and will begin to use the skills to read appropriate books, write simple sentences, and listen to and speak in Spanish.

Archdiocese of Santa Fe Standard 1: Communication
Students increase knowledge and understanding of the Spanish language and become active participants in our multilingual and multicultural society.

NSFLE Standard 1: Communication
 Students communicate in languages other than English.

NSFLE Standard 3: Connections
 Students connect with other disciplines and acquire information.

NSFLE Standard 4: Comparisons
 Students develop insight into the nature of language and culture.

NSFLE Standard 5: Communities
 Students participate in multilingual communities at home and around the world.

These objectives should be achieved per grade level by all schools. The curriculum may be tailored for schools that offer a Spanish program of less than three times per week in accordance with each school's resources and the approval of the school's administration.

Essential for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate the student has achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and</i>		

<i>songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students engage in conversations, obtain and provide simple information, express feelings and emotions, and exchange opinions in Spanish.		
1. Extend a conversation using complete sentences to include more simple questions and answers.	<ul style="list-style-type: none"> Engage in dialogues with teacher and peers to exchange information. 	
2. Make routine requests, such as: <ul style="list-style-type: none"> May I go to the bathroom? May I drink water? 	<ul style="list-style-type: none"> Speaking practice: Be able to request daily classroom needs. 	
B. Students understand and interpret written and spoken language on a variety of topics, including the appropriate article.		
1. Create a drawing and describe it using words from the topics taught.	<ul style="list-style-type: none"> Verbally describe a drawing by using simple words such as colors, shapes, and numbers. 	
2. Expand the numbers from 30-50 (orally) and 11-20 (written).	<ul style="list-style-type: none"> Recite numbers from 30-50 and identify them when scrambled. Recognize correct spelling for numbers 11-20. 	
3. Expand body vocabulary by adding: <ul style="list-style-type: none"> eyebrows eyelashes lips back ribs bone muscles 	<ul style="list-style-type: none"> Identify the correct body parts through illustrations, pictures, and on-self. 	
4. Listen to, identify, and recite the months of the year and seasons.	<ul style="list-style-type: none"> Recite the months of the year in proper order with minimal or no assistance from the teacher. Recite the seasons with minimal or no assistance from the teacher. 	

C. Students present information, concepts, and ideas to an audience of listeners or readers in Spanish on a variety of topics.		
1. Express likes and dislikes with <i>gustar</i> : <ul style="list-style-type: none"> ○ <i>Me gusta...</i> ○ <i>No me gusta...</i> 	<ul style="list-style-type: none"> • Speaking practice: Be able to articulate likes versus dislikes. 	
2. Associate visually, orally, and in written form with material provided.	<ul style="list-style-type: none"> • Demonstrate orally and in written form a mixture of vocabulary words and phrases (i.e., greetings, simple commands, numbers, body parts, family members, shapes, animals, days, months, likes and dislikes) through literature, music, games, illustrations, pictures, and symbols. 	

Archdiocese of Santa Fe Standard 2: Culture
Students attain knowledge and understanding of the Spanish Culture.

NSFLE Standard 2: Cultures
 Students gain knowledge and understanding of other cultures.

NSFLE Standard 4: Comparisons
 Students develop insight into the nature of language and culture.

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Essential for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
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NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students demonstrate an understanding of the relationship between the cultural practices of the Spanish language.		
1. Learn about the tradition of <i>La piñata</i> .	<ul style="list-style-type: none"> • Present facts about the history of <i>La piñata</i>. • Make a class <i>piñata</i>. 	
2. Learn about the celebration of Three Kings Day (<i>Los Tres Reyes Magos</i>).	<ul style="list-style-type: none"> • Present facts about the history of Three Kings Day and <i>La Rosca de Reyes</i>. 	
3. Learn about the origin and significance of the Poinsettia (<i>La flor de noche buena</i>).	<ul style="list-style-type: none"> • Show evidence of the importance and the cultural value of the Poinsettia. 	

Archdiocese of Santa Fe Standard 3: Students will enhance their understanding of Catholic faith and heritage through study of the Spanish language and culture.

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Essential for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
NOTE: <i>Provide age-appropriate literature and songs pertaining to the topic being taught. All previous grade level outcomes should be reviewed and reinforced.</i>		
A. Students use the Spanish language and authentic sources to reinforce content learned in the area of religion.		

<p>1. Recite the “Hail Mary” (<i>El Ave María</i>).</p>	<ul style="list-style-type: none"> • Demonstrate ability to recite the Hail Mary (<i>Ave Maria</i>) with minimal or no assistance from the teacher. • Able to lead the class in prayer, during opening classroom prayers. 	
<p>2. Sing liturgical songs (i.e., <i>Santo</i>, <i>Aclamación</i> [words can be found in <u>Flor y Canto</u>]).</p>	<ul style="list-style-type: none"> • Teacher observation: Sing with clarity, during the appropriate time in the Student Mass. 	