

## Second Grade

### UNIT 1: Let's Get To Know Each Other

**I can do everything from Kindergarten and 1<sup>st</sup> Grade plus...**

#### UNIT PERFORMANCE OBJECTIVE 1:

**I can give basic information about myself, my family and others.**

#### PERFORMANCE INDICATOR 1.1

**I can give basic personal information about myself and others including age and birthday.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can understand and respond when someone asks me my birthday or how old I am. <b>Interpretive Listening/Interpersonal</b>  <a href="https://www.youtube.com/watch?v=JfpFDOS34yU">https://www.youtube.com/watch?v=JfpFDOS34yU</a>	How old are you?  I am ____ years old.  When is your birthday?	age  You (formal, informal)  birthday	Teacher asks student's age. Students use fingers, whiteboards, flashcards, etc. to show the teacher his/her age.  Teacher calls out months of the year and students stand as they hear their birthday month.
	I can recognize when people are asking or telling each other their age. <b>Interpretive Listening</b>  <a href="https://www.youtube.com/watch?v=JfpFDOS34yU">https://www.youtube.com/watch?v=JfpFDOS34yU</a>  <a href="http://www.youtube.com/watch?v=mOtdG5ILfcA">www.youtube.com/watch?v=mOtdG5ILfcA</a>	My birthday is the ____ of ____.  Happy Birthday!	Numbers 1-31  Review Months	Students record ages of the characters in given video.
	I can perform a cultural song about birthdays. <b>Presentational Speaking</b>  <a href="https://www.youtube.com/watch?v=UeDgndaH9HM">https://www.youtube.com/watch?v=UeDgndaH9HM</a>			Students sing a cultural birthday and/or age song. Example: Cumpleaños Feliz, ¿Cuántos años tienes tú? (to the tune of Bingo)
OUTPUT	I can respond when asked my birthday or how old I am. <b>Interpersonal Communication</b>			Teacher asks the first student in line: How old are you? He/she responds, then he/she asks the next student, he/she responds, and so on until the entire class asks and responds. The last student has to ask the teacher.

#### FORMATIVE PERFORMANCE ASSESSMENT

Students make themselves a decorative birthday card with a written greeting. In complete sentences, the card must include: Happy Birthday expression, birthday date, and how old I am. Students will read card to teacher or peer.

**UNIT PERFORMANCE OBJECTIVE 1:****I can give basic information about myself, my family, and others.****PERFORMANCE INDICATOR 1.2.****I can say where I live and I can ask others where they live.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
<b>I N P U T</b>	I can recognize personal information when I hear or read it. <b>Interpretive Listening/Reading</b>	Where do you live?  I live in _____.	House Apartment Neighborhood Street City Countryside/ Farm	Teacher uses or creates a simple read-aloud story about people and the places they live. Students listen and raise their hands each time they hear a place to live.
	I can understand basic information about where people live. <b>Interpretive Listening</b>  <a href="https://www.youtube.com/watch?v=2nQboTzxMmk">https://www.youtube.com/watch?v=2nQboTzxMmk</a>	Where do you like to live?  I like to live in _____.		Students watch video and answer questions about places where people live from the video.
<b>O U T P U T</b>	I can say where I live. <b>Interpersonal Speaking</b>			Teacher utilizes a prop of choice (i.e. beach ball, bean bag, etc.) to toss and ask each student “Where do you live?” and the student responds appropriately.
	I can ask others where they live and respond when someone asks me where I live. <b>Interpersonal Speaking</b>			In pairs or small groups, students ask “Where do you live?” and answer “I live in _____”

**FORMATIVE PERFORMANCE ASSESSMENT**

Students draw a picture of their home and write a short paragraph including greeting, name, age, where he/she lives and farewell. Students present task to an audience.

**UNIT PERFORMANCE OBJECTIVE 1:****I can give basic information about myself, my family and others.****PERFORMANCE INDICATOR 1.3****I can understand, talk and write about families of others and my own.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can understand basic family information when I hear or read it. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=DjCzY4BsmFI&amp;t=14s">https://www.youtube.com/watch?v=DjCzY4BsmFI&amp;t=14s</a>	What is his/her name?  His/Her name is _____.  How many _____ do you have?  I have _____.  There are _____ people in my family.	Person/ People (sing. vs. plural)  My  Your  Your (formal, if applicable)  His/Her  Tall/Short  Brown Hair/Blonde Hair/Red Hair/Black Hair	Using a family portrait, teacher introduces his/her family members and their names. Students answer multiple choice questions about the teacher’s family.
	I can understand basic family descriptions when I hear or read it. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=OvwyP-jl42E">https://www.youtube.com/watch?v=OvwyP-jl42E</a>  <a href="https://www.youtube.com/watch?v=xGmS4LO21R0">https://www.youtube.com/watch?v=xGmS4LO21R0</a>	This is my _____.  These are my _____.  What is he/she like?  He/She is _____.	Heavy/Thin  Good looking/Ugly  Nice  Older than/Younger than	Given a baggie including questions and answers, students match a question with an appropriate answer. Example: Match “What is my mother’s name?” to “My mother’s name is _____”
OUTPUT	I can ask and answer questions about family. <b>Interpersonal Speaking</b>			Teacher provides family images to students. Using language chunks, students work in pairs to ask and answer questions about families.
	I can describe people/pets in my family or the family of others. <b>Presentational Speaking</b>  <b>Resources</b> <a href="http://www.cal.org/earlylang/teaching/materials_and_curricula.html">http://www.cal.org/earlylang/teaching/materials_and_curricula.html</a>			<i>Students draw a portrait of a family (their own family, a target culture family and/or a celebrity family) and label family members. Students write at least 3 basic descriptions of the family members.</i>

**FORMATIVE PERFORMANCE ASSESSMENT**

Students create a family tree/album. Students write a short paragraph including greeting, name, number of family members, family members’ names, basic descriptions and farewell. Students present family tree/album to an audience.

## Second Grade

### UNIT 2: There's No Place Like Home

I can do everything from Kindergarten, 1<sup>st</sup> Grade, and Unit 1 plus...

#### UNIT PERFORMANCE OBJECTIVE 2:

I can describe a variety of communities where I or others live.

#### PERFORMANCE INDICATOR 2.1

I can describe activities in my city, my community, and my neighborhood.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify places in my community when I hear or read them. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=4KzO0Is3VhI">https://www.youtube.com/watch?v=4KzO0Is3VhI</a>	What place is this?  This is the _____.  Where are you going?  I am going to _____.	City Town Community Neighborhood School Restaurant Park Library Supermarket  To learn To eat To play To read To shop To walk/run	Using a city visual, teacher calls out a location in the community. Students indicate the corresponding location.
	I can identify where an activity takes place. <b>Interpretive Listening/Reading</b>	Why do you go to the _____?		Students use vocabulary cards to match a place with an activity.
OUTPUT	I can ask and respond to where in the community people go and why. <b>Interpersonal Communication</b>	I go to the _____ in order to _____.		In pairs, students ask and respond to the question "Why do you go to the _____?" "I go to the _____ to _____."
	I can list activities that I am going to do and where I am going to do them. <b>Presentational Speaking/Writing</b>	What is your favorite _____?  My favorite _____ is _____.		In 3 sentences, students write activities they have planned for this week including where they are going and why (optional: and when).  Example: On Monday, I am going to the park to play.

#### FORMATIVE PERFORMANCE ASSESSMENT

Students create and label a poster of a community that includes at least 5 locations. Students write a description for each location and say their favorite place to go. Students present the community to an audience.

**UNIT PERFORMANCE OBJECTIVE 2:****I can describe a variety of communities where I or others live.****PERFORMANCE INDICATOR 2.2****I can describe the people and animals of the countryside or farm.**

	What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
	"Daily" Learning Targets	Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
<b>I N P U T</b>	I can identify parts of the countryside.  <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=Fy93n4Xvq78">https://www.youtube.com/watch?v=Fy93n4Xvq78</a>	Where do these animals live?  These animals live in/on the ____.	The countryside The farm The farmer The animals The land The barn	Using visuals, students indicate parts of the countryside or farm.  Students play a farm animal bingo.
	I can understand information about a farm and/or farm animals when I hear or read it. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=FXr6QTZKPuA">https://www.youtube.com/watch?v=FXr6QTZKPuA</a>	What animal is this?  This is a ____.  What does a ____ say?  The ____ says ____.	Cow Pig Chicken Horse Duck Donkey Sheep Bird  Tail Snout Wings Legs	Students listen to an animal song. Teacher provides farm animal vocabulary cards. Students raise cards when they hear the animal in the song.  Teacher reads aloud a farm story and students answer yes/no questions. *Note-Teachers were provided the story "El Gran Granjero Rojo"
<b>O U T P U T</b>	I can describe the people and animals of a farm. <b>Presentation Speaking</b> <a href="https://rockalingua.com/songs/farm-animals">https://rockalingua.com/songs/farm-animals</a>	What is your favorite animal?	Review Colors and Descriptors	Teacher holds up plastic animals, puppets or pictures and students say the name of the animal aloud. Teacher may choose to expand by asking for descriptions.
	I can tell someone which farm animals I like and don't like. <b>Interpersonal Speaking</b>	My favorite animal is ____.  I like/ I don't like  Do you like ____?	Sounds of Animals	In pairs, students ask and answer which animals they like and don't like, and which is their favorite animal.

**FORMATIVE PERFORMANCE ASSESSMENT**

Students create or assemble a farm using a variety of materials such as plastic animals, cut-outs, etc. Students label the farm and write a paragraph that includes title, farmer's name, 5 animals' descriptions and sounds, and their favorite animal. Students participate in a gallery walk to view and read about each displayed farm.

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### UNIT 3: I Am A Scholar!

**I can do everything from Kindergarten, 1<sup>st</sup> Grade, and Units 1-2 plus...**

#### UNIT PERFORMANCE OBJECTIVE 3:

**I can understand, talk and write about what I use and learn in my classroom.**

#### PERFORMANCE INDICATOR 3.1

**I can understand, talk and write about common classroom objects that I and others need or have.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify classroom objects when I hear or read them. <b>Interpretive Listening/Reading</b>	What do I need?  I/You need (a/an/some) _____, please. What is this?/What are these?	School Classroom Teacher Students Paper Pencil Pen Ruler Whiteboard Book Marker Scissors Glue Pencil Sharpener Eraser Desk Chair Backpack  And	Using visuals, students point to the classroom object called.
	I can understand when someone talks about school supplies. <b>Interpretive Listening</b>  <a href="https://www.youtube.com/watch?v=nnR3tJiCgyQ">https://www.youtube.com/watch?v=nnR3tJiCgyQ</a>	This is a/an _____.  These are _____.		Teacher asks “What do you need in order to _ (using visual or gestures) ____? Students indicate appropriate classroom object.
OUTPUT	I can ask and respond to questions about what I need/have for school. <b>Interpersonal Communication</b>	Pass the _____.  Do you/Does he/she have _____?		In pairs, students take turns to ask and answer in a complete sentence what they have in their backpack.
	I can write about what I have/need for school. <b>Presentational Writing</b> <b>Resources</b> <a href="http://spanish4teachers.org/elementaryspanishresources/">http://spanish4teachers.org/elementaryspanishresources/</a>  <a href="https://www.csun.edu/~hcedu013/eslsp.html">https://www.csun.edu/~hcedu013/eslsp.html</a>	I, You, He/She has_____.		<i>Students write a simple story about what they have/need in their backpack on the first day of school.</i>

#### FORMATIVE PERFORMANCE ASSESSMENT

Students are given a backpack filled with a variety of school supplies. Students complete a graph that includes name of the supplies, quantity, and simple details/descriptions. Students present data to an audience/small group/partner.

**UNIT PERFORMANCE OBJECTIVE 3:****I can understand, talk and write about what I use and learn in my classroom.****PERFORMANCE INDICATOR 3.2****I can use numbers 0-60 to tell time to an hour, to shop, and in other daily activities.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can understand numbers 0-60 when I hear or read them. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=U5HoomNvgfI">https://www.youtube.com/watch?v=U5HoomNvgfI</a> <a href="https://www.youtube.com/watch?v=k4IJGPfHidY">https://www.youtube.com/watch?v=k4IJGPfHidY</a> <a href="https://www.youtube.com/watch?v=l71avDklalk">https://www.youtube.com/watch?v=l71avDklalk</a>	Let's count! By twos By fives By tens  What number is this?  This is number ____.	Numbers 0-60  To shop/To buy I bought I spent Money Time  Hour(s) Minute(s)	Teacher calls out a number. Students create or write the number called. (Options: Using play-doh, whiteboards, body movements, tracing via page protector, etc.)
	I can understand when someone asks me a question about time or money. <b>Interpretive Listening</b> <a href="https://www.youtube.com/watch?v=2YhtvRPRNCs&amp;t=24s">https://www.youtube.com/watch?v=2YhtvRPRNCs&amp;t=24s</a>	How many are there?  What is today's date?  Today is the ____ of ____.		Teacher uses a clock to tell time to an hour or a store advertisement to show prices (up to 60) and students answer yes/no questions.
	I can use numbers to say the date and time. <b>Interpersonal Communication</b> <a href="https://www.youtube.com/watch?v=d_LF_MwkuD8">https://www.youtube.com/watch?v=d_LF_MwkuD8</a> <a href="https://www.youtube.com/watch?v=k4IJGPfHidY">https://www.youtube.com/watch?v=k4IJGPfHidY</a>	How much does it cost?  It costs ____.  There is/There are  What time is it?  It is ____ (o'clock).  At __ (time) __, I went to __ (place) __.		In pairs, students ask and answer questions about today's date and the time. Students will change partners.
OUTPUT	I can apply numbers 0-60 in time, shopping or other daily-life situations. <b>Interpersonal/Presentational Speaking</b>			<i>Given a bag with school supplies. Students price the items and present to a partner.</i>  Given clock manipulatives, students take turns asking and answering what time it is to the hour.

**FORMATIVE PERFORMANCE ASSESSMENT**

Students create a story about “Back to School Shopping.” Story includes what time they went to the store, what and how many items they purchased, how much the items cost, and the total amount of money spent. Students illustrate and present/role play the story.



## Second Grade

### UNIT 4: Let's Go Out!

**I can do everything from Kindergarten and 1<sup>st</sup> Grade and Units 1-3 plus...**

#### UNIT PERFORMANCE OBJECTIVE 4:

**I can give basic information about the weather and what to wear.**

#### PERFORMANCE INDICATOR 4.1

**I can understand, talk and write about the weather.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can understand weather vocabulary when I hear it or read it. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=XhGkTV84WZM">https://www.youtube.com/watch?v=XhGkTV84WZM</a>	What is the weather?  The weather is _____	Winter Spring Summer Fall	Teacher holds weather vocabulary flashcards and students make body movements according to the weather word.
	I can recognize weather expressions when I hear or read them. <b>Interpretive Listening/Reading</b> <a href="https://www.youtube.com/watch?v=Z9gsOH2X5tY">https://www.youtube.com/watch?v=Z9gsOH2X5tY</a>  <a href="https://www.youtube.com/watch?v=U7W5oKx6g2I">https://www.youtube.com/watch?v=U7W5oKx6g2I</a>	What is today's weather?  Today's weather is _____  Yesterday was _____  Tomorrow will be _____	forecast temperature  It's hot It's sunny It's cold It's cool It's cloudy It's windy It's raining It's snowing	Students match written weather expressions with corresponding pictures of the weather.  Students listen to a simple weather report. Given a picture answer sheet students circle weather picture they heard in the report.
	I can explain a simple weather report. <b>Presentational Speaking</b>  <b>Resource</b> <a href="http://www.spanishplayground.net/farm-animals-in-spanish/">http://www.spanishplayground.net/farm-animals-in-spanish/</a>		Today Tomorrow Yesterday	In groups of 4, and given a simple weather forecast for the week. Students will role play a weather TV segment. Presentation must include today's, yesterday's and tomorrow's weather it must be accompanied by pictures or body movement.
OUTPUT	I can ask and respond to questions about the weather. <b>Interpersonal Speaking</b>			In pairs and rotating partners, students ask and answer questions about the weather, including yesterday's, today's, and tomorrow's.

#### FORMATIVE PERFORMANCE ASSESSMENT

**Students create and present a simple dialogue, skit, poem or song about the weather. Students present to an audience.**



**UNIT PERFORMANCE OBJECTIVE 4:****I can give basic information about the weather and what to wear.****PERFORMANCE INDICATOR 4.2****I can express what I wear based on the forecast.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can identify basic articles of clothing when I hear or read them.</p> <p><b>Interpretive Listening/Reading</b></p> <p><a href="https://www.youtube.com/watch?v=C34RI0vAW8">https://www.youtube.com/watch?v=C34RI0vAW8</a></p> <p><a href="https://www.youtube.com/watch?v=ejwMNVyp8EI">https://www.youtube.com/watch?v=ejwMNVyp8EI</a></p>	<p>What do you wear when _____? (weather)</p> <p>When it is _____, I wear _____.</p> <p>What do you wear in the _____? (season)</p>	<p>Shirt T-Shirt Shorts Pants Skirt Dress Shoes Jacket/Coat Hat Scarf Gloves Bathing Suit Sunglasses Rain Jacket</p>	<p>Teacher provides students a paper “doll” or template. Teacher calls out an article of clothing and students draw the article of clothing on the doll.</p>
	<p>I can categorize clothing that I wear or don’t wear based on the weather.</p> <p><b>Interpretive Listening/Reading</b></p>	<p>In the _____, I wear _____.</p> <p>Because it is _____, I wear _____.</p>	<p>To wear I wear You wear</p> <p>Meteorologist Forecast</p>	<p>Students categorize clothing such as “I wear/I do not wear” or “When it’s hot/When it’s cold/When it’s raining,” etc.</p>
	<p>I can say what I wear depending on the weather.</p> <p><b>Interpersonal Communication</b></p> <p><b>Resources</b></p> <p><a href="http://brockport.k12.ny.us/webpages/esolis/files/clothing,%20colors%20and%20weather%20worksheets.pdf?sm_auiVb7Tt98W/n9QFFJ">http://brockport.k12.ny.us/webpages/esolis/files/clothing,%20colors%20and%20weather%20worksheets.pdf?sm_auiVb7Tt98W/n9QFFJ</a></p>			<p>In pairs, students role-play a weather forecast session. The meteorologist gives a forecast and the model says what he/she wears. Students change partners.</p>
OUTPUT	<p>I can write what I wear depending on the weather.</p> <p><b>Presentation Writing</b></p>			<p>Students write 3 simple sentences stating what they wear in different weather forecasts.</p>

**FORMATIVE PERFORMANCE ASSESSMENT**

Students watch a basic weather report from a target language culture/country. Based on the forecast, students write a short paragraph about what they need to pack for a visit to that country. Students present the paragraph to an audience.