

## Greendale 2nd Grade Curriculum - Looped with 1st Grade Curriculum for 1st and 2nd Grade Students

Proficiency Target	Unit	Essential Questions	Can Do Statements/ACTFL Standards for levels K-HS L2 and Kentucky Standards for HS Levels 3-5	Vocabulary Topics	Exemplar Texts	Assessment(s): Performance Assessments in each mode
Novice High	Unit 1: Places to Go!	Community! Where are you going in your community?	I can ask and answer questions about where I am going in the community. 1.1 I can understand where places are in their community. 1.2 I can present information describing places I go in the community. I can help build a city on classroom wall, and compare my city/village to cities/ towns in Spain 2.2, 4.2	Voy a _____. Places in my community.	Mi barrio - George Ancona, F. Isabel Campoy and Alma Flor Ada, Si le das un pastelito a un gato - Laura Numeroff and Felicia Bond, Teo y la ciudad, Oso en bicicleta	Interpretive: Students identify location and place on a map. Interpersonal: Each student is going to a different place in a city. They are given these places at the end of the day before we start. Students then need to figure out who is going where and write who is where on their map, so they ask their classmates questions and answer the question themselves. Presentational: Scenario: We have a week off of school and your parents want to make you feel special and let you pick a place that you are going to each day of the week in your community since your family is not going on vacation. Students write a story with 7 days of the week and tell us where they are going.
	Unit 2: Things to Do	Where do you go in your community? What do you want to do? Every community offers unique activities to its members. Students will be able to talk about what they want to do based on where they go. 5.2	I can ask and answer, "What do you want to do and where do you go to do it?" 1.1, 1.2 I can plan activities and destinations for my ideal week and present this information to the class. 1.3	Quiero _____. Actions in my community.	Jota Jota Quiere Hacer Deporte.	Interpretive: Using the pictures from Cuadros de mi familia, Students will view pictures of people doing different things and listen to statements said by the people in the pictures. Students will identify which statement goes with which speaker using the Socrative App on the iTouch. Interpersonal: ¡El topo! Hand out little papers to all students that have the different actions written in Spanish with a picture. One of these papers will be the TOPO (mole). The topo is sent out. Students switch papers (actions). The TOPO comes in and tries to find the TOPO by asking a classmate the assessed question ¿Qué quieres hacer?. Students are rewarded when they use the complete sentence "Quiero (nadar)___." If the TOPO is not found, the students switch place, and the person who was asked now looks for the next person to be TOPO and asks ¿Qué quieres hacer?. Students continue to switch places until the TOPO is found! Once found, students switch actions with each other and a new TOPO is hidden in the group. Presentational: Students will present a story about what they would want to do if they got to choose the activities each day of the week. They share with the class what their perfect week would look like and what they would want to do each day. Perfect Saturday – Quiero comer una hamburguesa lunes. Voy al restaurante.

Unit 3: Mi Heroé; Heroes in Our Community	3. What to you want to be when you grow up?	<p>Interpretive Listening: I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements. (1.2) (I can identify a person (community hero) by listening to a description of his/her career.)</p> <p>Interpersonal Communication: I can exchange information on familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going. (1.1) (I can ask/answer questions about career preferences.)</p> <p>Presentational Writing/Speaking: I can write descriptions and short messages to provide information on familiar topics using phrases and simple sentences. I can provide basic information on familiar topics using phrases and simple sentences. (1.3) (I can write and present a poem about what they want to be when they grow up.)</p>	Yo quiero ser _____ cuando sea grande.	<p>Story: Visita al Hospital 1.2 You-tube videos: <a href="http://www.youtube.com/watch?v=yuzl-kd_qeE">http://www.youtube.com/watch?v=yuzl-kd_qeE</a> (Niko, Mis Cositas) 4.2 <a href="http://www.youtube.com/watch?v=BQ_0MsRkn5s&amp;list=FL">http://www.youtube.com/watch?v=BQ_0MsRkn5s&amp;list=FL</a> Good intro of professions 1.2 <a href="http://www.youtube.com/watch?v=VHoFSlv4-68&amp;feature=related">http://www.youtube.com/watch?v=VHoFSlv4-68&amp;feature=related</a> (Fun Song for 1-2nd grade: Cuando Sea Grande, por Somos Dos y Dos) 2.2, 1.2 <a href="http://www.youtube.com/watch?v=SVSDuOy0pDI&amp;feature=Discovery+Kids/Doki+(Brief,+30+seconds)">http://www.youtube.com/watch?v=SVSDuOy0pDI&amp;feature=Discovery+Kids/Doki+(Brief,+30+seconds)</a> 2.2, 1.2 <a href="http://www.youtube.com/watch?v=Vkr5TvR5TBE&amp;feature=bailarina/pintor">http://www.youtube.com/watch?v=Vkr5TvR5TBE&amp;feature=bailarina/pintor</a> 2.2, 1.2 <a href="http://www.youtube.com/watch?v=UiuIj5pDHk&amp;feature=related">http://www.youtube.com/watch?v=UiuIj5pDHk&amp;feature=related</a> Excellent: School children in Mexico telling what they want to be!!!) 2.2, 1.2 <a href="http://www.youtube.com/watch?v=fl_iOmXiajtk&amp;feature=related">http://www.youtube.com/watch?v=fl_iOmXiajtk&amp;feature=related</a> (1 min spot of Latin American kids telling their dreams) 2.2, 1.2</p>	<p>Interpretive: Mystery...¿Quién es? Using describing words, students will decide which makes the most sense. Es inteligente en el hospital. 1/2 of the questions asking about the person. 1/2 of the questions asking about describing words. 6 pictures. Interpersonal: Day 1: Hand out professions to students before hand. Students have to ask ¿Qué quieres ser de grande? Cross off box once found. Try to get black out. GRAPH!!! Just to assess with no handouts. Day 2: Students can answer with their real wish of what they want to be when they are older, and we graph, wanting to know which profession is the the most popular and to see who wants to be what! Presentational: Students draw themselves as a hero in their profession of choice when they grow up. They write a poem about why that profession is a hero, they present to the class.</p>	
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