

## Spanish 2<sup>nd</sup> Grade Curriculum Map 2017

|              |                         | Literacy  |   | Language  |   | Math  |   | Interconnections   |   |
|--------------|-------------------------|---|---|---|---|---|---|--|---|
|              |                         | Wonders (English)   | Calle de Lectura (Spanish)  | Counterbalance Spanish Language Structures<br><i>Hacer Notar<br/>Reconocimiento<br/>Práctica Guiada<br/>Práctica Comunicativa</i>   | Spanish Proficiency<br>Speaking: NH<br>Listening: NH<br>Reading: NM<br>Writing NM<br><i>Phrases &amp; simple sentences on familiar topics</i> | (Spanish teach, English Reinforce)  |   | Spanish  | English   |
| Aug. & Sept. | Unit 1 Friends & Family | <i>Exploremos el espacio (1:2)</i><br><br><i>Henry y Mudge (1:3)</i><br><br><a href="#">Antologia 1</a> | Artículos definidos masculinos singular y plural ( <b>El/el-Los/los</b> )<br>Sustantivos que terminan en <b>-o, -os</b><br><br>Artículos definidos femeninos singular y plural ( <b>La/la-Las/las</b> )<br>Sustantivos que terminan en <b>-a, -as</b> | <ul style="list-style-type: none"> <li>My family &amp; Friends</li> <li>My school</li> <li>Things I do at school</li> <li>Describe a simple routine like lunch in the cafeteria</li> </ul>                                    | GB Semester 1 Pre & Post Test   | Chpt. 1   | Even & odd numbers<br>Count within 1000<br>Skip count by 5's, 10's, 100's<br>Place value<br>Numbers to 1000 in base ten, numbers names, & expanded form   | <ul style="list-style-type: none"> <li>School &amp; classroom rules &amp; expectations</li> <li>School Roles</li> <li>My Story</li> <li>Cultures in Our Community</li> <li>Community Culture Trunk Part 1</li> <li>Community Culture Trunk Part 2</li> </ul> | <ul style="list-style-type: none"> <li>School &amp; classroom rules &amp; expectations</li> <li>Do Unto Otters</li> <li>What is a Good Citizen</li> <li>The ABC's of Civic Responsibility</li> <li>Safety Safari</li> </ul> |
|              | Oct.                    | Unit 2 Animal Discoveries   | <i>Árboles por todas partes (1:4)</i><br><br><i>El más fuerte de todos (1:5)</i><br><br><a href="#">Antologia 2</a>   | Artículo indefinido masculino singular ( <b>Un/un</b> )<br>Sustantivos que terminan en <b>-o</b><br><br>Artículo indefinido masculino plural ( <b>Unos/unos</b> )<br>Sustantivos que terminan en <b>-os</b>                   |   | <ul style="list-style-type: none"> <li>Talk about a favorite author, actor, or musical group</li> <li>Talk about things that other people like or don't like</li> <li>Talk about other people's hobbies</li> <li>Tell basic information about other people</li> </ul> | Chpt. 2   | Place value to hundreds<br>Read & write numbers to 1000<br>Compare 3 digit numbers with place value<br>Mentally add & subtract 10 and 100  | <ul style="list-style-type: none"> <li>Falling Objects Part 1</li> <li>Falling Objects Part 2</li> <li>Physical Changes</li> <li>Rockin' Rocks</li> <li>Weathering (Rockin' Rocks Part 2)</li> </ul>                        |
| Chpt. 3      |                         | Addition & subtraction word problems<br>Fluently add & subtract within 20<br>Addition & arrays          |   |   |   |   |   |  |   |
| Nov.         | Unit 2 Cont.            | <i>Tere u Zuci (2:1)</i><br><br><i>Lincoln (2:2)</i><br><br><a href="#">Antologia 3</a>                 | Artículo indefinido femenino singular ( <b>Una/una</b> )<br>Sustantivos que terminan en <b>-a</b><br><br>Artículo indefinido femenino plural ( <b>Unas/unas</b> )<br>Sustantivos que terminan en <b>-as</b>   | <ul style="list-style-type: none"> <li>Talk about members of my family &amp; their characteristics</li> <li>What I like to eat for breakfast, lunch, &amp; dinner</li> <li>Talk about how to cook something simple</li> </ul> |   | Chpt. 4   | Addition & subtraction word problems<br>Fluently add & subtract within 100<br>Add up to four 2-digit numbers<br>Explain addition & subtraction strategies | <ul style="list-style-type: none"> <li>Navigating Maps &amp; Globes</li> <li>Living Things Part 1</li> <li>Living Things Part 2</li> </ul>   |   |
|              | Unit 3 Live & Learn     | Chpt. 5   | Addition & subtraction word problems<br>Fluently add & subtract within 100<br>Explain addition & subtraction strategies   |   |   |   |   |  |   |
| Dec.         | Unit 3 Cont.            | <i>Los arbolitos bebés (2:3)</i>  | <b>Verbos regulares</b> que terminan en <b>-ar</b> : Tiempo <b>presente</b> , segunda persona del singular. <b>tú</b> (Repasar <b>yo</b> )  | <ul style="list-style-type: none"> <li>Talk about my friends, schoolmates, and teachers</li> <li>Talk about what will happen after school</li> <li>Talk about a famous person from history</li> </ul>                         |   | Chpt. 6   | Add & subtract within 1000  | <ul style="list-style-type: none"> <li>Navigate the World 1</li> <li>Navigate the World 2</li> <li>Give and Take 1</li> <li>Give and Take 2</li> <li>Paying for Goods &amp; Services</li> </ul>  |   |

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| Jan. | Unit 4 Our Life/Our World            | <i>Los músicos de Bremen (2:4)</i><br>Antología 4<br><br><i>Me llamo Gabriela (3:1)</i>               | <b>Verbos regulares</b> que terminan en <b>-er</b> : Tiempo presente, segunda persona del singular. <b>tú</b> -(Repasar yo)<br><b>Verbos regulares</b> que terminan en <b>-ir</b> : Tiempo <b>presente</b> , segunda persona del singular. <b>tú</b> -(Repasar yo)  | <ul style="list-style-type: none"> <li>Describe a simple process</li> <li>Ask questions and identify things in a photo from a story</li> <li>Respond to simple questions about a photo</li> </ul> | GB Semester 2 Pre-Test & Comprehensive Post Test | Chpt 7   | Time to the nearest 5 minutes<br>Digital & analog clocks a.m. & p.m.<br>Word problems with money<br>Number of hours in a day   | <ul style="list-style-type: none"> <li>Navigating the moon</li> <li>Stars in the Sky</li> <li>Temperature</li> <li>Weather</li> </ul>  |  |
| Feb. | Unit 4 Cont.                         | <i>Querido Juno (3:2)</i><br>Antología 5<br><br><i>Anansi se va de pesca (3:3)</i>                    | <b>Verbos regulares</b> que terminan en <b>-ar</b> : Tiempo <b>presente</b> , primera persona del plural <b>nosotros/nosotras</b> (Repasar él/ella)<br><br><b>Verbos regulares</b> que terminan en <b>-er</b> : Tiempo <b>presente</b> , primera persona del plural <b>nosotros/nosotras</b> (Repasar él/ella)    | <ul style="list-style-type: none"> <li>Tell the address of my house</li> <li>Tell the nationality of another person</li> <li>Give simple directions</li> </ul>                                    |  | Chpt. 8  | Measure length with correct tool<br>Measure using 2 units<br>Explain how measurements relate to size of unit<br>Estimate length<br>Addition & subtraction with length<br>Measurements & line plots | <ul style="list-style-type: none"> <li>Animal Adaptations: Migration Part 1</li> <li>Animal Adaptations: Hibernation Part 2</li> <li>Animal Adaptations: Hide Part 3</li> <li>Plants Adaptations</li> <li>Changes in the Physical Environment</li> </ul> |  |
|      |                                      | Chpt. 9   | Measurement of length<br>Estimate length<br>Compare length<br>Addition & subtraction with length  |   |  |          |  |  |  |
| Mar. | Unit 5 Let's Make a Difference       | <i>La luna se cayó (4:4)</i><br>Antología 6<br><br><i>Roja, blanca, y... (6:2)</i><br><br>Antología 7 | <b>Verbos regulares</b> que terminan en <b>-ir</b> : Tiempo <b>presente</b> , primera persona del plural <b>nosotros/nosotras</b> (Repasar él/ella)<br><br><b>Verbos regulares</b> que terminan en <b>-ar</b> : Tiempo <b>presente</b> , 2da y 3ra persona del plural- <b>Uds., ellos/ellas</b> (Repasar él/ella) | <ul style="list-style-type: none"> <li>Invite someone to do something or go somewhere.</li> <li>Graciously reject an invitation</li> </ul>  |  | Chpt. 10 | Picture graphs<br>Bar graphs<br>Answer questions about graphs  | <ul style="list-style-type: none"> <li>Navigating Habitats Around the World-1</li> <li>Navigating Habitats Around the World-2</li> <li>Navigating Habitats Around the World-3</li> </ul>   |  |
| Apr. | Unit 5 Cont.<br>Unit 6 How on Earth? | <i>Una canasta (6:3)</i>  | <b>Verbos regulares</b> que terminan en <b>-er</b> : Tiempo <b>presente</b> , 2da y 3ra persona del plural <b>Uds., ellos/ellas</b> (Repasar él/ella)   | <ul style="list-style-type: none"> <li>Present information over something I have learned.</li> </ul>  |  | Chpt. 11 | Attributes of shapes<br>Identify shapes: triangles, quadrilaterals, pentagons, hexagons, & cubes<br>Partition shapes in halves, thirds, and fourths  |  |  |
| May  | Unit 6 Cont.                         | <i>Los vaqueros (6:4)</i><br>Antología 8  | <b>Verbos regulares</b> que terminan en <b>-ir</b> : Tiempo <b>presente</b> , 2da y 3ra persona del plural <b>Uds., ellos/ellas</b> (Repasar él/ella)   |   |  |          |  |  |  |