



**World Languages Standard  
Catalina Foothills School District  
Grade 2 (E2)**

The Grade 2 Spanish curriculum (E2) is part of a sequential program and leads to communicative proficiency and cultural competence in the target language. Depending on the year of entry, it can be a beginning program, which lays the foundation for further language study, or a continuing program, which strengthens and extends concepts and skills introduced during previous year(s) of language study. The following areas of emphasis are applied to both beginning and continuing programs: 1) Oral language development with a focus on listening and speaking skills; 2) Awareness of other cultures; 3) Comparison of language and culture to the students' own language and culture; 4) Connections to the second grade curriculum; and 5) Awareness that the target language is used beyond the classroom in the real world. Reading and writing are minimally addressed. Instead varied and concrete experiences engage students in oral language development. The major means of communication between students and teacher will be in the target language. The targeted proficiency level by the end of Grade 2 is *Novice Mid* for speaking, writing, and reading, and *Novice High* for listening (based on the ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WL2.1.1	Exchange personal information about self and family ( <i>required: personality and physical attributes; clothing; family</i> ).
WL2.1.2	Ask and answer formulaic questions on familiar topics in highly predictable contexts ( <i>for example: What is the weather today? What is your favorite Arizona animal? What do you wear in winter? What day/month/season is it?; required: numbers; calendar; weather; time; clothing; family; community places and people; desert living; desert plants and animals</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WL2.2.1	Interpret meaning from descriptions of familiar topics ( <i>for example: community places and people; seasons; weather; clothing</i> ) when supported by visuals ( <i>required: clothing; weather; family; community places and people; desert plants and animals; safe desert living; numbers</i> ).
WL2.2.2	Interpret words and phrases from simple questions and statements in predictable contexts ( <i>for example: story reading/telling with context clues; required: clothing; weather; family; community places and people; desert plants and animals; safe desert living</i> ).
WL2.2.3	Follow simple one-step directions, commands, and requests within the scope of a classroom ( <i>required: Take out your ____ [recycle classroom objects]; Raise your right/left hand; Stand up on the count of ____ [name a number]; Sit down when I say ____ [cue word or signal]</i> ).
<b>3. ORAL AND WRITTEN PRESENTATION</b>	
WL2.3.1	Present simple written and oral descriptions on familiar topics ( <i>for example: self; friends; clothing; desert animals; names and ages of each family member</i> ) using sentence frames, graphic organizers, and role-plays/authentic scenarios ( <i>required: family; clothing; time; community places and people; desert plants and animals; safe desert living</i> ).
WL2.3.2	Produce and presents lists of familiar words and phrases about familiar topics in authentic contexts ( <i>required: family; personality and physical attributes; clothing; community places and people; desert plants and animals; safe desert living</i> ).

<b>4. CULTURAL COMPETENCE</b>	
WL2.4.1	Compare tangible and intangible products of own and target culture ( <i>required: Colombia – flag, anthem, molas, Colombian weavings), coffee, bananas, traditional/modern clothing</i> ).
WL2.4.2	Compare practices of own and target culture ( <i>required: Colombia – family life, daily life (for example: common practices and interactions of community people in community places); holiday traditions</i> ).
<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	
WL2.5.1	Perform level-appropriate social studies tasks in context ( <i>for example: labeling country name on a map</i> ) using information acquired from the target culture ( <i>required: locating Colombia on a map and globe; identifying colors and their symbolic meaning in Colombia’s flag; labeling habitats and their location in Colombia</i> ).
WL2.5.2	Perform level-appropriate mathematics/science tasks in context ( <i>required: counting forward to 50 sequentially and non-sequentially; solving one and two-digit addition with no regrouping; subtraction math facts 0-9; classifying animals; graphing weather</i> ) using information acquired from the target culture ( <i>for example: graphing weather in Colombia over a specified period of time</i> ).
WL2.5.3	Identify connections between English and the target language ( <i>for example: borrowed words, cognates</i> ).
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WL2.6.1	Communicate with Spanish-speaking peers ( <i>for example: school and classroom community; sister school program etc.; required: writes a short note/postcard to a sister school in the community to exchange basic personal information, for example: Hello! My name is ____ . I am ____ years old. I like animals. My favorite animal is the ____ . Goodbye!</i> ).
WL2.6.2	Attend, participate in, or view target language culture events and shares with others ( <i>for example: rhymes; chant; celebration; games</i> ) ( <i>required: plays a popular Colombian game “Alto” with class; sings/chants traditional Colombian chants/rhymes, such as “Sana Que Sana”</i> ).