

World Languages

Grade 2

Strand 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language

Concepts	
1FL-F1	Comprehend and interpret a brief narrative or poem
1FL-F2	Comprehend brief written messages and short personal notes
1FL-F3	Comprehend simple recorded material
1FL-F4	Follow simple written instructions
1FL-F5	Identify parts of a short story, e.g., climax, main idea, conflict
1FL-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-F1	Comprehend and interpret a brief narrative or poem	1	Comprehend and interpret a brief narrative or poem	
1-F2	Comprehend brief written messages and short personal notes	1	Identify food groups and meals: fruits, veggies, meat, dairy, breakfast, lunch, dinner, etc.	
		2	Identify seasons and weather: spring, summer, fall, winter, hot, cold, windy, rainy, sunny, etc.	
		3	Identify farm and wild animals: pig, horse, chicken, monkey, elephant, lion, etc.	
		4	Understand the numbers 1-100	
		5	Identify clothing: pants, shirts, hat, shoes, socks, etc.	
		6	Identify common verbs: to like, to eat, to speak, to listen, to see, to play, etc.	
1-F3	Comprehend simple recorded material	1	Comprehend simple recorded materials: elementary stories, songs, videos, etc.	

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1-F4	Follow simple written instructions	1	Follow simple written instructions: draw, color, circle, find, write, choose, etc.	
1-F5	Identify parts of a short story, e.g., climax, main idea, conflict	1	Identify parts of a short story, e.g. climax, main idea, conflict	
1-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts	1	Identify characters and their roles	
		2	Identify main ideas, details and sequence of events	

Strand 2: Communication: Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanges ideas and opinions in the target language

Concepts

2FL-F1	Express feelings
2FL-F2	Give and follow directions to carry out a specific task and ask questions for clarification
2FL-F3	Exchange information about personal events and memorable experiences
2FL-F4	State opinions about objects, people and events present in their everyday lives
2FL-F5	Acquire goods or information through interaction

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2-F1	Express feelings	1	Express likes and dislikes using common verbs	
2-F2	Give and follow directions to carry out a specific task and ask questions for clarification	1	Ask simple questions related to vocabulary: what season is it?, how is the weather?, what do you like to eat?, etc.	
		2	Give simple commands.	

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2-F3	Exchange information about personal events and memorable experiences	1	Ask and answer questions about personal experiences	
2-F4	State opinions about objects, people and events present in their everyday lives	1	Use vocabulary and expressions in everyday situations	
		2	Use vocabulary related to food groups and meals	
		3	Use vocabulary related to farm and wild animals	
		4	Use vocabulary related to seasons and weather	
		5	Use vocabulary related to clothing	
2-F5	Acquire goods or information through interaction	1	Produce appropriate sounds, stress, and intonation patterns for statements, questions, and exclamations	
		2	Use expressions of quantity and comparisons: how much, how many, bigger, smaller, etc.	

Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers

Concepts	
3FL-F1	Perform short plays, poems and songs
3FL-F2	Write or orally present brief messages that provide information
3FL-F3	Present basic (biographical) information about self or others in front of a group
3FL-F4	Read and recite short poems with appropriate expression and rhythm
3FL-F5	Share their interpretations, reactions and feelings about a piece of literature

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3-F1	Perform short plays, poems and songs	1	Perform short plays, poems, and songs	

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3-F2	Write or orally present brief messages that provide information	1	Write or orally present a brief report using familiar topics: animals, clothing, seasons, etc.	
3-F3	Present basic (biographical) information about self or others in front of a group	1	Present basic (biographical) information about self or others in front of a group: physical description, family, clothing, pets, etc.	
3-F4	Read and recite short poems with appropriate expression and rhythm	1	Read and recite short poems	
3-F5	Share their interpretations, reactions and feelings about a piece of literature	1	Express likes and dislikes about a piece a literature	

Strand 4: Culture: Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures

Concepts

4FL-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings
4FL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features
4FL-F3	Use culturally appropriate language and behaviors in basic school and social situations
4FL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings	1	Identify and discuss typical behaviors from the target culture in a variety of specific settings: greetings & farewells, classroom behaviors, etc.	
4-F2	Identify on a map the countries where the	1	Identify countries where the target language is spoken	

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	target language is spoken and the major cities and geographical features	2	Identify major cities where the target language is spoken	
		3	Identify major geographical features where the target language is spoken	
		4	Research and present (in English if necessary) information about a specific country of the target culture: Spanish = Mexico, French = France, German = Germany, Chinese = China.	
4-F3	Use culturally appropriate language and behaviors in basic school and social situations	1	Recognize the existence of register: formal & informal, Spanish – Ud. v. tú, French – vous v. tu, German, Sie v. Du, etc.	
		2	Apply typical classroom behavior from the target culture: Spanish - respond to teacher welcome, French – calling teacher Madame and Monsieur, etc.	
4-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language	1	Interpret a variety of cultural message expressed in signs, symbols, advertisements, etc. in the target language	

Strand 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

Concepts	
5FL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems and scientific information
5FL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5-F1	Discuss topics in other school subjects in the target language including	1	Identify countries, major cities and geographical features where the target language is spoken	

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	geographical terms, historical facts, mathematical terms and problems and scientific information	2	Discuss weather and seasons	
		3	Identify characters and their roles in literature	
		4	Identify main ideas, details, and sequence of events in literature	
5-F2	Comprehend articles or short videos in the target language on topics being studied in other classes	1	Comprehend articles or short videos in the target language on topics being studied in other classes	

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language

Concepts

6FL-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play
6FL-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another
6FL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language
6FL-F4	Compare appropriate gestures in the target language and culture studied to their own

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play	1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied: family, school, food, work, clothing, etc.	
6-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another	1	Identify words that are borrowed from one language by another	
		2	Understand the concept of cognates	

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6-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	1	Understand that there are differences in the sound and writing systems of the target language and the native language: tones, punctuation, pronunciation, spelling, etc.	
6-F4	Compare appropriate gestures in the target language and culture studied to their own	1	Compare appropriate gestures in the target language and culture studied to their own: French greeting style, Spanish greeting style, Chinese greeting style, body language, etc.	

Strand 7: Communities: Students use the target language within and beyond the school setting

Concepts

7FL-F1	Use the library to select books, magazines, CDs, etc., in the target language: share their content with others
7FL-F2	Identify people in the community who use the target language in their work: Invite them to share information with the class and ask questions
7FL-F3	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries
7FL-F4	Present information to others (in English if necessary) about the target language and culture

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7-F1	Use the library to select books, magazines, CDs, etc., in the target language: share their content with others	1	Use the library to select authentic books, magazines, CDs, etc. in the target language	
7-F2	Identify people in the community who use the target language in their work: Invite them to share information with the class and ask questions	1	Identify people in the community who use the target language in their work	
		2	Invite a guest speaker in the community to share information with the class and ask questions	

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7-F3	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries	1	Create original materials to exchange with classes in other communities or countries.	
7-F4	Present information to others (in English if necessary) about the target language and culture	1	Present information to others about the target language and culture: ballet folklórico, culture fair, cultural assembly, clothing day, etc.	