Spanish Grade 1-2

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
**Unit 1: Hola! (Hello)**

**Content Area: World Language**

**Course & Grade Level: 1-2 GRADE**

**Summary and Rationale**

The World Language themes for grade two are aligned with the district integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade two level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

**Recommended Pacing**

4 class periods

**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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<tr>
<td>Strand A</td>
<td>Interpretive Mode</td>
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7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  
*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.*

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  
*This CPI supports Anchor Standard 1 NJSLS-ELA Reading.*

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  
*This CPI supports Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening.*
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions.  
This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  
This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading. |

**CPI #7.1 B   Cumulative Progress Indicator (CPI)  
Strand B   Interpersonal Mode**

| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  
This CPI supports Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  
This CPI supports Anchor Standard 1 NJSLS-ELA Reading. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
This CPI supports Anchor Standard 1 NJSLS-ELA Speaking & Listening. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  
This CPI supports Anchor 1 NJSLS-ELA Speaking & Listening. |

**CPI #7.1 C   Cumulative Progress Indicator (CPI)  
Strand C   Presentational Mode**

| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  
This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
This CPI supports Anchor Standard 4 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
### Instructional Focus

**Unit Enduring Understandings:**
Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.
- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

### Objectives

**Students will know:**

- How people greet and take leave in the target culture(s)
- How to introduce themselves and others in Spanish
- Commands and instructions for basic classroom behaviors and procedures
- Body Parts
- Physical Characteristics
- The vocabulary Family
- The vocabulary of Feeling/emotion
- Interests and Leisure Activities
● Likes and Dislikes
● Culture: Herencia Hispana

Students will be able to: Using the 3 modes of communication
● Use appropriate greetings and leave taking from the target culture.
● Imitate appropriate intonation for asking different types of questions in the target language.
● Follow and give instructions for classroom behavior and procedures.
● Describe actions that they do with their bodies.
● Name the body parts, parts of the face, talk about five senses.
● Talk about how they and others feel.
● State basic information about their immediate families.
● Expressions to talk about their likes and dislikes.
● Express which activities they enjoy and which ones they do not, (use the verb gustar) they will ask and answer these questions in complete sentences.
● Create a poster or a project on a Spanish speaking country for Hispanic Heritage month.

Resources

Suggested Resources:

<table>
<thead>
<tr>
<th>Magic Box, Puppet Show, Flash Cards</th>
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<tr>
<td>Short and Simple Funny Skit for Beginning Spanish Speakers.</td>
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<td>Classroom based activities using technology tools (power-point, smart board). Kahoot, google classroom, screencastify.</td>
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<td>Big &amp; Easy Patterns Holiday &amp; Seasons</td>
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<td>Senorwooly.com, Quia.com, <a href="http://www.calicospanish.com">www.calicospanish.com</a>, <a href="http://www.edcanvas.com">www.edcanvas.com</a>, <a href="http://www.kerpoof.com">www.kerpoof.com</a>, basho and friends, rockalingua.com</td>
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Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.
### Unit 2: Mi Escuela (My School)

**Content Area: World Language**

**Course & Grade Level: 2 GRADE**

#### Summary and Rationale

The World Language themes for grade two are aligned with the district integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade two level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

#### Recommended Pacing

6 class periods

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in Meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Please note: CPI alignment to the NJSLS are the same as in the previous unit.

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**Instructional Focus**

**Unit Enduring Understandings:**
Students will understand that
- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Even though I don’t know all the words that are written, I can figure out the main idea by...
paying attention to titles, pictures, and familiar expressions.

- I can only talk about things that I have practiced saying.
- Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I Am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

**Objectives**

**Students will know:**

- Classroom vocabulary
- The Alphabet (and Vowels)
- Colors and shapes
- Calendar Skill (days of the week, months of the year and season)
- How Spanish children typically celebrate their birthdays
- Numbers 0-100
- The vocabulary of arithmetic function
- Ordinal Numbers
- The celebrations

**Students will be able to: Using the 3 modes of communication**

- Identify objects in the classroom and tell how they use in the schools setting.
- Name of specific colors and geometrical shapes.
- Learn the vowel sounds in Spanish and begin to combine letters them with the consonants.
- Ask and respond to question about personal information including the day of his/her birthday, age, the season in which occurs, and typical weather conditions at this time of the year.
- Talk about their birthday party and what they like to do at birthday parties.
- Use the numbers 1-31 to count objects and people in the classroom and to do simple mathematical.
- Recognize numbers from 1 – 100.
- Solve simple addition and subtraction problems and will identify simple fractions.
- Indicate the ordinal position of an object or event.
- Use appropriate Spanish vocabulary relating to the holidays; culture: comparing and Contrasting ways in which holidays are celebrated in Spanish speaking countries.

### Resources

**Core Text:**

**Suggested Resources:**

Magic Box, Puppet Show, Flash Cards

Short and Simple Funny Skit for Beginning Spanish Speakers.

Music That Teach Spanish

Original Songs and Rhymes

Creative and Interactive Activities

Games: Fly Swatter, Simon Says, Interactive games

Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classrooms, scremcastify).

Big & Easy Patterns Holiday & Seasons

Senorwooly.com, Quia.com, [www.calicospanish.com](http://www.calicospanish.com), [www.edcanvas.com](http://www.edcanvas.com), [www.kerpoof.com](http://www.kerpoof.com),

[www.netop.com](http://www.netop.com), google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar
Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.

### Unit 3: Nuestro Mundo (Our World)

**Content Area:** World Language  
**Course & Grade Level:** 2 GRADE  

#### Summary and Rationale

The World Language themes for grade two are aligned with the district integrated Language Arts Literacy Curriculum, which incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade two level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

#### Recommended Pacing

4 class periods

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |

| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |

**CPI #7.1 B**

**Cumulative Progress Indicator (CPI)**

**Strand B** Interpersonal Mode

| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |

**CPI #7.1 C**

**Cumulative Progress Indicator (CPI)**

**Strand C** Presentational Mode

| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

**Instructional Focus**

**Unit Enduring Understandings:**

Students will understand that

- Listening for familiar words and watching the speaker for clues may help me figure out what
Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

I can only talk about things that I have practiced saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

**Essential Questions**

- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I Am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

**Objectives**

**Students will know:**
- Plants and Animals
- Habitats
- Fruits and Vegetables
- The Seasons
- The Weather
- The Clothes
- Life Cycles

**Culture: Celebracion de la Pascua**

**Students will be able to:**
- Name the Parts of the Plants.
- Identifying the name of specific farm animals and pets in Spanish.
- Where Animals Live.
● Express like and dislike when they talk about fruits and vegetables.
● Describe each season and write about their favorite season.
● Read the weather map and answer questions about the weather in various locations.
● Classify weather conditions according to seasons.
● Identifying and name specific articles of clothing name which is appropriate for different weather condition, talk about the color of the clothes, pictures of Spanish speaking people in local dress.
● Identify the four stages of butterfly’s life cycle. Also study the migration patterns of the monarch butterfly.
● How Spanish People celebrate Easter.

Resources

Core Text:

Suggested Resources:

Magic Box, Puppet Show, Flash Cards

Short and Simple Funny Skit for Beginning Spanish Speakers.

Music That Teach Spanish

Original Songs and Rhymes

Creative and Interactive Activities

Games: Fly Swatter, Simon Says, Interactive games

Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screncastify).

Big & Easy Patterns Holiday & Seasons


www.netop.com, google.voice, sparkenthusiasm.com, youtube, spanishspanish.com, cantandoaprendohablar
Note: Many of the World Language themes are repeated from grade to grade; however, each theme is expanded each year of studied so students build a solid foundation in the target language.

Unit 4: Mi Comunidad (My Community)

Content Area: World Language

Course & Grade Level: 2 GRADE

Summary and Rationale

The World Language themes for grade two are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade two levels includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

Recommended Pacing

The World Language themes for grade two are aligned with the district integrated Language Arts Literacy Curriculum, with incorporates Science and Social Studies themes at each grade level. Additionally, World Language instruction at the grade two level includes target language read-aloud and shared reading in every class session. The target language (Spanish) is the main vehicle of instruction.

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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Please note: CPI alignment to the NJSLS are the same as in the previous unit.
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
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| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |

**CPI #7.1 B**

**Cumulative Progress Indicator (CPI)**

**Strand B**  
Interpersonal Mode

| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
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**CPI #7.1 C**

**Cumulative Progress Indicator (CPI)**

**Strand C**  
Presentational Mode

| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
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### Instructional Focus

**Unit Enduring Understandings:**
Students will understand that
- Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
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**Essential Questions**
- How can I better understand when I do not know everything I read and hear?
- How can I talk someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

### Objectives

**Students will know:**
- Ethnic Origin
- Homes around the World
- Countries and Flags
- Around the World
- Transportation
- Sports
- Around the Town
- Community Jobs
- Tradition of community/family working together
Students will be able to: Using the 3 modes of communication

- Ask and answer questions about origin.
- Compare and contrast houses from cultures and locations around the world.
- Identify the names of the countries and the flags.
- Identify the seven continents, and distinguish between countries and continents.
- Recognize different modes of transportation.
- Describe what they see on the way to the school.
- Using soccer as a model, discuss their favorite sports.
- Identify places around the town, investigate towns in Spanish-speaking countries.
- Explore the idea of community and describe the different components of the neighborhood.
- Identify a variety of jobs in their community.
- Discuss the importance in Hispanic cultures of working together as a family.
- Offer and request food and beverage, explore the influence of Hispanic cuisine in the United States and will discuss various Spanish and/or Latin American food that they have eaten.
- Talk about Cinco de Mayo, Mexican holiday.

Suggested Resources:

- Magic Box, Puppet Show, Flash Cards
- Short and Simple Funny Skit for Beginning Spanish Speakers
- Music That Teach Spanish
- Original Songs and Rhymes
Creative and Interactive Activities

Games: Fly Swatter, Simon Says, Interactive games

Classroom based activities using technology tools (Power point, Smart Board, Story book, kahoot, google classroom, screencastify)

Big & Easy Patterns Holiday & Seasons

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