



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Spanish 1-3

Content Area: World Language

Grade Span: 1-3

Revised by: Jeffrey Celebre

Presented by: Jeffrey Celebre

K-8 Supervisor of Science, World Language,
and Engineering

Approval date: August 12, 2021

Members of the Board of Education

Shelia Hobson – Board President

Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

Ralph Johnson

Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

Piscataway Township Schools

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>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. This course is taught at a Novice-Low level in which students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school, and home.</p>		
Goals		
<p>Interpretive Mode: Novice-Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.</p> <p>Interpersonal Mode: Novice-Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice-Low learners often use gestures and pictures to convey meaning.</p> <p>Presentational Mode: Novice-Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p> <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners will recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. • Learners recognize and identify a few typical practices of the target culture. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Hola a Español! “Hola” to Spanish	9 weeks
Unit 2	Colores, Tamaños y Números Colors, Sizes and Numbers	9 weeks
Unit 3	El Calendario: Los Días, Los Meses y Las Estaciones The Calendar: Days, Months and Seasons	9 weeks
Unit 4	El Tiempo, La Ropa y Los Utiles Escolares Weather, Clothing and School Supplies	9 weeks
Resources		
<p>Core Text: Teacher made workbook.</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • http://123teachme.com <ul style="list-style-type: none"> ○ This site will enable primary grade students to practice at home using games to review, practice vocabulary and learn additional vocabulary. 		

- www.spanishspanish.com
 - This site will give students extra practice at home.
- www.Youtube.com
 - This site will give students extra practice to learn songs taught in class.
- www.spanishtown.ca
 - This sight will enable primary grades to practice at home using games to review, practice vocabulary and learn additional vocabulary.
- <http://www.learnspanishtoday.com>
 - A site where students can practice Spanish at home.
- <http://www.teachervision.fen.com>
 - Hispanic Heritage resources for teachers K-12
- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.
- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.
- Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

UNIT 1: Hola a Español! - “Hola” to Spanish

Summary and Rationale	
<p>This introductory unit develops student vocabulary related to basic greetings and conversational words and phrases. Students will practice communicating with courtesy words, basic phrases, greetings and farewells. Students will also discuss the importance of learning another language and the role it can play in both their present and future lives.</p>	
Recommended Pacing	
9 weeks	
State Standards	
<p>Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target language.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target cultures(s) and in students’ own cultures in highly contextualized oral texts.
<p>Interpersonal Mode: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.
<p>Presentational Mode: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.

Instructional Focus

Unit Enduring Understandings

Students will understand that learning a language can be fun and that learning a language is learning a culture.

Unit Essential Questions

- Why learn another language?
- How do we name things in a different language?

Objectives

Students will know:

- The importance of learning a language.
- Introductions, greetings and farewells.
- Basic conversation
- Courtesy words
- Basic commands
- The significance of Hispanic Heritage Month
- The cultural traditions associated with El Día de los Muertos
- Food and music associated with: Mexico, Colombia, Spain, Argentina and Perú

Students will be able to:

- Discuss how learning a language can be useful to their future.
- Conduct a routine conversation sharing information to introduce themselves.
- Use courtesy words in conversation.
- Identify and follow basic commands
- Identify significant Hispanic figures in society
- Identify cultural traditions of El Día de los Muertos
- Identify food and music associated with: Mexico, Colombia, Spain, Argentina and Perú

Resources

Suggested Resources:

District Created Resources

See additional resource list on pages 1-2

UNIT 2: *Números, colores, y tamaños - Numbers, colors, and sizes*

Summary and Rationale	
This unit will introduce students to vocabulary necessary to communicate about numbers, colors, and sizes. This vocabulary will be used to answer basic questions and to ask similar conversational questions. The vocabulary developed in this unit serves as a baseline for future learning.	
Recommended Pacing	
9 weeks	
State Standards	
Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target language.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target cultures(s) and in students' own cultures in highly contextualized oral texts.
Interpersonal Mode: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentational Mode: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Instructional Focus	

Unit Enduring Understandings

Students will understand that learning a language is an ongoing process and that communicating is more than just using words.

Unit Essential Questions

- What do I hear when I listen?
- What do I do when I'm stuck?

Objectives**Students will know:**

- Expanded basic conversation
- Colors
- Sizes
- Holiday celebrations (La Nochebuena, La Navidad y Los Tres Reyes Magos)
- Numbers 0-10
- Food and music associated with: Venezuela, Chile, Ecuador, Guatemala and Dominican Republic

Students will be able to:

- Ask and answer conversation questions
- Recite and identify colors
- Sing songs using colors
- Write lesson vocabulary words in spanish
- Recite and identify shapes and sizes
- Identify and recite the numbers 0-10
- Identify food and music associated with: venezuela, chile, ecuador, guatemala and dominican republic
- Understand cultural perspectives on holiday celebrations.

Resources**Suggested Resources:**

District Created Resources

See additional resource list on pages 1-2

UNIT 3: Los Días, Los Meses y Las Estaciones - The Calendar: Days, Months and Seasons

Summary and Rationale	
In this unit students develop vocabulary necessary to discuss the calendar. This includes being able to recite the days of the week, months of the year, and four seasons. Students will use this vocabulary to ask and respond to routine conversation questions as well as to identify the date in the target language.	
Recommended Pacing	
9 weeks	
State Standards	
Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
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7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Instructional Focus

Unit Enduring Understandings

Students will understand that learning a language is an ongoing process, learning a language can be fun and that learning a language takes practice.

Unit Essential Questions

- How do we name things in a different language?
- How can I connect what I know in English to learning another language?

Objectives

Students will know:

- Basic conversation questions expanded.
- Days of the week
- Months of the year
- The four seasons
- Food and music associated with: Bolivia, Cuba, Honduras, Paraguay, Costa Rica

Students will be able to:

- Ask and respond to routine conversation questions.
- Recite and identify the days of the week .
- Ask about and identify specific days (e.g. "What day is it?")
- Recite and identify the months.
- Ask about and identify specific months (e.g. "What month is it?")
- Recite and identify the four seasons.
- Ask about and each season months (e.g. "What season is it?")
- Identify food and music associated with: Bolivia, Cuba, Honduras, Paraguay, Costa Rica

Resources

Suggested Resources:

District Created Resources

See additional resource list on pages 1-2

UNIT 4: El Tiempo, La Ropa y Los Utiles Escolares - Weather, Clothing and School Supplies

Summary and Rationale	
In this unit students develop the vocabulary necessary to discuss weather. In addition, students will learn vocabulary associated with clothing and will be able to communicate a connection between clothing worn in certain weather conditions. Students will also begin to build a vocabulary base for words associated with school supplies.	
Recommended Pacing	
9 weeks	
State Standards	
Interpretive Mode: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	
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7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Instructional Focus

Unit Enduring Understandings

Students will understand that refinement comes through practice and there are many ways to say the same thing.

Unit Essential Questions

- How does language convey meaning?
- How does the weather differ in different countries?

Objectives

Students will know:

- Weather conditions in Spanish
- Clothing items
- Essential classroom objects
- Food and music associated with Nicaragua, El Salvador, Panama, Uruguay, Puerto Rico

Students will be able to:

- Identify weather conditions
- Identify clothing items
- Ask others what they are wearing
- Explain what they are wearing
- Identify essential classroom objects
- Sing songs in Spanish related to vocabulary in lesson.
- Identify food and music associated with Nicaragua, El Salvador, Panama, Uruguay, Puerto Rico

Resources

Suggested Resources:

District Created Resources

See additional resource list on pages 1-2