

Revised 7/1/2014

**Summit Public Schools
Summit, New Jersey
Grade 1 / World Language: Spanish**

Curriculum

Course Description:

This course is our elementary students first formal introduction to the Spanish language. The course focuses on developing student communication skills in the target language, while building a strong vocabulary through the study of thematic units. The goal of the elementary World Language program is to provide students a full immersion experience, while promoting and encouraging students to build confidence in the target language. Students will successfully communicate personal information about themselves, and cover the following themes: colors, numbers, calendar, school, body, family, house, animals and food. Speaking, listening, reading, and writing skills are developed by incorporating the interpersonal, interpretative, and presentational modes of communication in each unit and all lessons.

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met.

Thematic Unit: Introductions and Colors

7.1 World Languages:

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.

Big Ideas: *Course Objectives / Content Statement(s)*

Greetings and introductions are an integral part of daily language and are an essential part of communicating in a foreign language.

We use colors to describe the world around us and learning to identify colors in a foreign language is a gateway to understanding and communicating.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Can I communicate in a language that is not my native language?	Students will understand that...
How can I use what I have learned to understand new messages?	<ul style="list-style-type: none"> it is possible to communicate in a foreign language. it is possible to use learned vocabulary to make inferences about new messages. they can express their name, favorite color, feelings and use greetings appropriately
How can I greet people in Spanish?	
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written	Instructional Focus: In the target language students will... <ul style="list-style-type: none"> use appropriate greetings communicate their identity (name).

<p>directions, commands, and requests through appropriate physical response.</p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<ul style="list-style-type: none"> • identify how they are feeling. • identify colors and which one is their favorite. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • SW answer the question “¿Cómo estás?” as a part of the daily calendar routine. • Complete sentence frames and illustrate: <ul style="list-style-type: none"> ○ Me llamo _____. ○ Mi color favorito es _____. ○ Estoy _____. • Crayon color chart: SW complete the chart following teacher commands of “arriba, abajo, coloreen...” <p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Favorite Color Chart: SW answer the teacher individually when asked about his or her favorite color. The answers are marked on a class chart. • Pair-Share of names using “Me llamo...” name tags. <p>Presentational</p> <ul style="list-style-type: none"> • “Arbolito de Perú”: SW introduce themselves using “Me llamo...” in game similar to <i>Hot Potato</i>. • Name plates: Students write names on sentence strip/name tag next to, “Me llamo...” They read them to the class as teacher comes around and practices their names with sí or no. • ¿Cómo estás?: SW act out different feelings.
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	<ul style="list-style-type: none"> ● TPR Activities: Have students identify feelings vocabulary through physical actions ● Singing Buenos Dias/Buenas Tardes Song
	<p>Interpretive</p> <ul style="list-style-type: none"> ● Bingo: Teacher will say the color word and SW identify the correct picture on the Bingo card. ● Color pom pom game: Teacher practices color words with pom poms and then hides & reveal them (switching them up) as students call out the color(s) they see. ● Feelings: SW look at flashcards of various people and identify how they are feeling. ● Use authentic photos of morning, noon and night around the world and identify appropriate greeting based on the time of day ● Have students listen to teacher commands, having students pull out the correct corresponding color crayon. ● Play <i>Veo Veo</i> or I spy in Spanish by identifying items of the correct color <p>Technology Integration</p> <ul style="list-style-type: none"> ● Photobooth- Take pictures of students representing how they are feeling ● Audacity - Record students singing the Buenos Dias Song ● Skype - Call various mystery people and ask “¿Cómo estas?”

		<p>Global Perspectives:</p> <ul style="list-style-type: none">● Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to describe their feelings, introducing themselves, and discussing their favorite colors. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">● Students will share greetings across languages depending on the different languages spoken at home by the kids in the class. How do you say hello in French? Italian? German? etc.● The class will create a bar graph depicting students favorite colors.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.		<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics</p>

Thematic Unit: Numbers, Days, Months

7.1 World Languages:

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.

Big Ideas: *Course Objectives / Content Statement(s)*

Discussing the calendar is a way to communicate about daily life.
Numbers are used to make sense of the world and to make sense of new messages.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What are the cultural differences in the Spanish and American calendar?	Students will understand that... <ul style="list-style-type: none">• looking for cognates helps foster the understanding of new words.

<p>How can I participate in the daily routines of the class?</p>	<ul style="list-style-type: none"> • numbers are used to express, identify and differentiate objects and ideas. • they can communicate about daily life through the calendar routines. • the Spanish calendar begins with Monday and the date is expressed using the following word order: day-month-year
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> • identify the 12 months of the year, 7 days of the week and numbers 1-31 in the target language. • use learned vocabulary to identify the date and their birthdays. • Be able to express: Today is, Yesterday was, and Tomorrow will be in Spanish • Share their age - Yo tengo ____ años. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Calendar Routine: Throughout the year SW use unit language and vocabulary by asking and answering questions about the calendar. • Birthday Month Line Up: Throughout the unit SW listen for their birthday month to line, up, return to seats, etc. Teacher will call them in random order. • Complete Sentence frame: <ul style="list-style-type: none"> ○ Mi cumpleaños es en _____. ○ Tengo ____ años. <p>Instructional Strategies:</p> <p>Interpersonal</p>

	<ul style="list-style-type: none"> ● Birthday Month Chart: SW answer the teacher's question about their birthday month. ● Birthday Share: Pair-Share of birthday months. <p>Presentational</p> <ul style="list-style-type: none"> ● Days of the Week and Months of the Year Songs: SW learn songs to aid in the memorization of unit vocabulary. ● Ola: Students will repeat the months of the year and stand up and do the wave as they say and hear their own birthday month. ● Macarena - Sing the months of the year with the movements of the MACARENA ● Birthday Month: SW write the month of their birthday in response to the question: "¿Cuándo es tu cumpleaños?" ● In groups of students place flashcards in numerical order and have each group count up. Repeat 3x's adding a new group of 10. <p>Interpretive</p> <ul style="list-style-type: none"> ● After listening to the days of the week song, students will put the words in order as a class on the board ● Look at the two calendars (Spanish vs American) and see if they can identify the difference ● BINGO: Practice numbers by playing with numbers 1-20. ● Answer questions based on the data of student birthdays on class birthday graph ● Have students answer ¿Cuántos?'s - identifying the quantity of days of the week on a calendar, number of days in a specific month, or the number of colored objects in a picture
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	<p>Technology Integration</p> <ul style="list-style-type: none">• Music using CD Collection and Youtube videos:<ul style="list-style-type: none">◦ Jose Luis Orozco - <i>Los dias de la semana, los meses del año</i>• Use the Days of the Week PPT from this link as a teaching resources http://www.teachingideas.co.uk/foreignlanguages/contents_spanish.htm• Los Meses del año:<ul style="list-style-type: none">◦ http://www.youtube.com/watch?v=IKznbHvPFwc• Números video : http://www.youtube.com/watch?v=HdGg_2lX2yw http://www.youtube.com/watch?v=u8qfSezXnzc• Números game: http://www.bbc.co.uk/schools/primarylanguages/spanish/numbers/games/ <p>Global Perspectives</p> <ul style="list-style-type: none">• Highlight different holidays by month around the world. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">• How do you celebrate your birthday? Students will share special traditions.• Do all students celebrate birthdays or name days?
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy</p>

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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Thematic Unit: School Objects

7.1 World Languages:

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.

Big Ideas: *Course Objectives / Content Statement(s)*

<p>The unit vocabulary and language allows students to understand and to share information about the school environment. The content is significant because it relates to the experiences of the student's daily life in school.</p>		
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>
How can I use a foreign language to discuss my experiences and my environment?		<ul style="list-style-type: none"> Students will understand that... the colors and numbers they learned in previous units can be used to describe school objects. they can communicate about the objects they use in their daily lives. Señor and Señora are titles used to address teachers instead of Mr. and Mrs. The ending of a noun represents gender.
How can I use vocabulary I know to count, describe and identify school objects?		
What titles are used to properly address adults?		
Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
<p>Students will:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>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.</p>		<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> identify classroom objects. describe color and number of classroom objects. identify and count the number of boys/girls in the class Use appropriate titles for teachers <p>Sample Assessments:</p> <ul style="list-style-type: none"> Hot Seat: SW identify a hidden flashcard by guessing from the memorized vocabulary set. Object identification: Students must complete a worksheet inventory based on the number and color of objects they receive. Label pictures or objects with vocabulary words Have students identify school objects at their seats by following the oral directions given

<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> ● Object baggies: Students receive baggies with school objects. They must answer questions the teacher asks them about the objects and then they must share what they have with a partner. ● In pairs have students identify the correct titles for staff personnel <p>Presentational</p> <ul style="list-style-type: none"> ● Memory: SW orally identify pictures from the vocabulary set. ● Sharing activity: Students sit in a circle and share one object and its color with the class saying... "Tengo un ___ noun ___ adj ___." <p>Interpretive</p> <ul style="list-style-type: none"> ● Coloring Activity: SW color the school object according to the written description. ● La mochila mágica: students play guessing game to review classroom objects that are hidden in the backpack. ● ¿Cuántos? Activity: SW count and identify the number of each object depicted on a worksheet. Students will the compare quantities using más or menos. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Graph the quantity of school objects by table on a spreadsheet using Excel/InspireData and compare who has more or less. ● Use the following website for the different types of school supplies. Play some games as a whole class.
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	<p>http://www.learnlanguage.com/learn-spanish/spanish-words/school-supplies.php</p> <p>Global Perspectives</p> <ul style="list-style-type: none">• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">• Who has attended school in another country, state or town?• Is school the same everywhere? SW share personal experiences attending school
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematic</p>

Thematic Unit: Body

7.1 World Languages:

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.

Big Ideas: Course Objectives / Content Statement(s)

Discussing physical features allows students to share about themselves and describe others.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How can I share information about myself in a foreign language?</p> <p>How can I describe others?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> • they can use a foreign language to share about themselves and to describe others. • identify their body parts
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>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.</p>	<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> • identify body parts in the target language. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Dice Game: Each number on the dice represents a part of the snowman's body. SW roll the dice and say the word. As they complete the task they add that body part to the snowman. Game ends when snowman is complete. • Character label: SW label a character using a word bank provided by the teacher. • Simon Says: Students will follow the teachers directions using new body vocabulary

<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> ● Señor Papa: Students construct and identify parts of Mr./Mrs. Potato Head with a partner. They must practice saying the words aloud and then illustrate them. <p>Presentational</p> <ul style="list-style-type: none"> ● “Mi Hombre de Nieve?; SW memorize and sing this holiday song that includes some parts of the body, Song is accompanied by TPR movements. ● “Hands on My Head”: SW memorize and sing this song in Spanish as they point to each body part. ● “Cabeza, Hombros, Rodillas, Pies” Students will sing the song at different speeds. <p>Interpretive</p> <ul style="list-style-type: none"> ● Simon Says: SW listen for the vocabulary and respond with the correct TPR ● Build a Snowman: Follow teacher directions to construct and label a snowman. ● Face plates: SW draw any face (human, animal, fictional character, etc.) they choose on a white paper plate. They must then glue on words given to them by the teacher following the Mr. Potato Head model that was completed with the teacher on the board. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use the youtube video about “Senor Papacabeza” to review the vocabulary and give students an opportunity
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	<p>to answer the questions the teacher asks. https://www.youtube.com/watch?v=ZmivgX46c0</p> <p>Global Perspectives</p> <ul style="list-style-type: none">● Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to explore physical characteristics and to examine what they share in common with the target culture. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">● What other children's games, songs or rhymes teach us body vocabulary?● Are we all the same? Compare eye color, hair color or height.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

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Thematic Unit: Weather, Seasons, and Clothes

7.1 World Languages:

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.

Big Ideas: *Course Objectives / Content Statement(s)*

Discussing daily events such as the weather and the seasons is an integral part of daily language and an essential part of communicating in a foreign language.

Clothes are an aspect of our daily life and allow us to identify ourselves as well as others and even allow us to express our likes and dislikes.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How can I share information about myself with others?	Students will understand that...
How can I communicate my likes and dislikes?	<ul style="list-style-type: none"> vocabulary related to clothing can help them communicate about themselves and others.
How can I talk about the weather in Spanish?	<ul style="list-style-type: none"> vocabulary they learned in previous units can be used to identify the new vocabulary. they can use that vocabulary to categorize and differentiate the new vocabulary. there are two different sentences used to describe the weather; “Esta” or “Hace”

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar</p>	<p>Instructional Focus:</p> <p>In the target language students will...</p> <ul style="list-style-type: none"> describe different articles of clothing by color and season worn. identify the four seasons and the weather that is characteristic of each season. Use correct word order and gender agreement (clothing + color word). <p>Sample Assessments:</p> <ul style="list-style-type: none"> Calendar Routine: Throughout the year SW use unit language and vocabulary by asking and answering questions about the weather. Paper Dolls: Students must dress and undress bunnies/bears using the commands given by the teacher (<i>Pon y Quita</i>). Students will complete <i>El Tiempo</i> book, writing a sentence and illustrating what the weather is like today. Bunnys for each season: Students will illustrate the clothing and color listed on the bunny for each season. TPR: Students will demonstrate knowledge of new vocabulary through use of the appropriate motions for weather and clothing. <p>Instructional Strategies:</p>

topics.	
	<p data-bbox="1339 1102 1372 1270">Interpersonal</p> <ul data-bbox="1031 1155 1339 1848" style="list-style-type: none"><li data-bbox="1234 1155 1339 1848">● ¿Qué ropa llevas?: SW draw and label what they are wearing. They must answer questions the teacher asks about the illustration.<li data-bbox="1128 1155 1234 1848">● ¿Qué tiempo hace? Pair-share: with a peer describe or identify the weather illustrated in a photo or the season represented in a photo<li data-bbox="1031 1155 1128 1848">● Dress the Weather Bear: students will answer questions and identify the appropriate clothing for the bear based on the weather. <p data-bbox="958 1102 990 1270">Presentational</p> <ul data-bbox="641 1155 958 1848" style="list-style-type: none"><li data-bbox="885 1155 958 1848">● Memory: SW orally identify pictures from the vocabulary set.<li data-bbox="812 1155 885 1848">● Llevo...: SW sit in a circle and identify one article of clothing (and color) they are wearing.<li data-bbox="747 1155 812 1848">● TPR: SW learn and practice TPR movements for the clothing words and the weather words.<li data-bbox="641 1155 747 1848">● Paper Dolls: Students will dress paper dolls based on the season identified by the teacher and share the clothes they used to dress the doll appropriately <p data-bbox="576 1102 609 1270">Interpretive</p> <ul data-bbox="235 1155 576 1848" style="list-style-type: none"><li data-bbox="503 1155 576 1848">● Read and Draw Activities: SW read and illustrate vocabulary about the weather, seasons, and clothing.<li data-bbox="438 1155 503 1848">● Teacher Read-Aloud: SW listen to stories based on the current season and then illustrate and label their picture.<li data-bbox="332 1155 438 1848">● <u>Erogoy se viste</u>: Teacher reads the book and students identify clothing words from the story and follow teacher's TPR movements.<li data-bbox="235 1155 332 1848">● Following Directions: Students will line up, meet on the rug or return to their seats based on the clothing and color called out by the teacher

	<ul style="list-style-type: none"> ● Guess Who? SW identify their peers based on the teacher's description of their clothing <p>Technology Integration</p> <ul style="list-style-type: none"> ● Rock A Lingua=Four seasons song with lyrics and worksheet: http://www.rockalingua.com/songs/four-seasons-song ● Rock A Lingua=?Qué tiempo hace hoy? song with lyrics and worksheet: http://www.rockalingua.com/songs/weather-easy-version-k-2 ● Rock A Lingua=Ropa/Tiempo song with lyrics and worksheets: http://www.rockalingua.com/songs/ulalaclothes-and-places <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Many products and practices related to home and community are shared across cultures; others are culture-specific. The development of this understanding is achieved by using the target language to describe clothing, to discuss the relationship between weather and what we wear and to explore how clothing in the home and target culture are similar and different. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> ● Survey students: What is your favorite season? ● What is your favorite article of clothing and why? ● Are there any special articles of clothing they use representative of a different country or culture?
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics</p>
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Thematic Unit: Family

<p>7.1 World Languages:</p> <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.</p> <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Family is an integral part of one's personal identity. The vocabulary and language of this unit develops the student's ability to share about this aspect of his identity as well as to identify and compare information about others.</p>
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Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How can I share about my personal life with others?</p> <p>How can I identify similarities and differences I have with others?</p> <p>How do word endings change the meaning of some family member vocabulary words?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> describing their family is a way to share personal information related to their identity. by listening to their classmates' descriptions they can identify what they have in common with them and how they may differ. the ending of some family vocabulary words identifies the person's gender
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics</p>	<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> identify family member words. name people in their own family. use learned vocabulary to interpret what teacher and peers are saying about their families. <p>Sample Assessments:</p> <ul style="list-style-type: none"> Family Portrait: SW draw and label a portrait of their family and then share orally with their classmates. Figureine Identification: SW randomly receive a family member figureine from the basket. They must pretend they are that family member. They tell a partner & teacher listens: Soy _____ (family member), Me llamo _____ (name), Mi color favorito es _____ (color). Complete sentence frames: <ul style="list-style-type: none"> Mi mamá se llama _____. Mi papá se llama _____.

<p>studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<p>○ Tengo _____ hermanos(as).</p> <p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none">● Family member names: SW tell a partner the names of their parents/ and or siblings.● Pair- Share Family Portrait: Students will share their illustration with a partner and identify each member in the target language <p>Presentational</p> <ul style="list-style-type: none">● “I a familia grande:” SW memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/and or posters.● Family show and tell: Students will share 3 pictures of family members and identify who they are in the family using new vocabulary and their name. <p>Interpretive</p> <ul style="list-style-type: none">● Criss-Cross Bingo: SW play a form of bingo where they must match the vocabulary word in Spanish with the meaning in English.● Family Tree: SW create a vocabulary toolbox by matching the word in Spanish with the meaning in English.● Puppet family: SW listen to teacher introduce a silly puppet family and answer questions based on their names, who they are in the family and their favorite colors.● Cartoon families: Students will sort pictures of known characters such as <i>Arthur's</i> family(book series), or the
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	<p><i>Incredible's</i> and identify each member of the family in Spanish</p> <ul style="list-style-type: none"> Teacher's Family Slide show: Students will view a slide show of the teacher's family and guess the family member. The last slide will be a labeled family portrait, which they can use as a model to begin their family portrait illustration. <p>Technology Integration</p> <ul style="list-style-type: none"> "La familia grande" song in youtube: https://www.youtube.com/watch?v=s9lUXEhEMh8 Powerpoint - Teachers generate a slide show of pictures to share their family members and practice new vocabulary words with students. <p>Global Perspectives</p> <ul style="list-style-type: none"> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to describe one's family and examine how family in the home and target culture are similar and different. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> Sharing family portraits: Students will learn about each others family structure by sharing their personal family portraits.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy</p>

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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Thematic Unit: House

<p>7.1 World Languages: 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.</p>	
<p>Big Ideas: Course Objectives / Content Statement(s) Many aspects of the home are shared across cultures and students can communicate in the target language in order to explore and examine the design and contents of the home.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How is my home similar or different to my classmates' homes and/or homes in the target culture?</p> <p>How can I share information about the design and contents of my home?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> they can use the target language to explore and examine the aspects of their home and those of their classmates. they can identify similarities and differences between their home and those of their classmates. ¿Dónde? means where and ¿Quién? means "who"
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4</p>	<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> identify rooms in the house in the target language. understand that all homes are different. answer ¿Dónde esta? and ¿Quién esta en? questions <p>Sample Assessments:</p> <ul style="list-style-type: none"> Floor Plan: SW draw and label at least 3 rooms in their house and share it orally with the class.

<p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally and or in writing.</p>	<ul style="list-style-type: none"> ● Listening Activity: SW follow teacher directions, placing the correct family member figurines into a house game board <ul style="list-style-type: none"> ○ Students will then answer questions: <ul style="list-style-type: none"> ■ Ej. ¿Dónde esta la mamá? ■ Ej. ¿Quién esta en el dormitorio? ● Tic Tac Toe: Create a 3 x 3 game board using the pictures of the rooms of the house - SW identify the name of the room before placing their X or O on the board <p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> ● Incredible's Hiding Game: SW play with a partner and hide five family members in different rooms in the house and the other student needs to guess where each one is. <p>Presentational</p> <ul style="list-style-type: none"> ● Rock, Paper, Scissors: SW orally identify the vocabulary words while playing a card game based on the Rock, Paper, Scissors game. ● “¿Dónde está el caramelo?”: SW orally identify the vocabulary words in a guessing game where the objective is to find a candy shaped game piece that is hidden under one of the flashcards. ● Mi casa ball toss: SW identify the number of bathrooms, bedrooms, living rooms, etc. they have in their house as the class plays the game in a circle on the rug.
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	<ul style="list-style-type: none"> ● TPR: SW practice and act out movement for 5 main rooms in the house <p>Interpretive</p> <ul style="list-style-type: none"> ● Bingo: Teacher will say the room or casa vocab word and SW identify the correct picture on the Bingo card. ● ¿Dónde está?: Students will identify where family members on in different rooms in the house. They will follow teacher model first and then answer questions. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Rock A Lingua=Mi casa song with lyrics and worksheet: http://www.rockalingua.com/songs/my-house <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Many products and practices related to home and community are shared across cultures; others are culture-specific. The development of this understanding is achieved by using the target language to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> ● Survey students and chart where they have lived, different towns, states or countries. ● Use google earth to view different homes and places that students live or have lived.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p>

	<div>Life and Career Skills</div> <div>21st Century Themes (as applies to content area):</div> <div>Financial, Economic, Business, and</div> <div>Entrepreneurial Literacy</div> <div>Civic Literacy</div> <div>Health Literacy</div> <div>S.T.E.A.M. (Science, Technology,</div> <div>Engineering, Arts, Mathematic</div>
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Revised 7/1/2014

Thematic Unit: Animals

7.1 World Languages:

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.

Big Ideas: Course Objectives / Content Statement(s)

Learning about animals is not only age and developmentally appropriate but is also of high interest to the students.

Exploring animal characteristics in the target language cultivates an awareness of shared human experience in the home and target culture.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How can I use the target language to describe animals and habitats? How are animals described in the target culture? Is this similar or different to the way I describe them?	Students will understand that... <ul style="list-style-type: none">• they can use the target language to describe topics that are of interest to them.• there are similarities and differences in the way animals are described in the home and target culture.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Instructional Focus: In the target language students will... <ul style="list-style-type: none">• identify various animals in the target language.• distinguish between animal sounds.• create their own page in a book.

<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Draw and Write: SW choose an animal and create their own page from “Oso Pardo” by writing the name and color of an animal and illustrating what they have written. <p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • ¿Qué animal soy?: SW play a guessing game with a partner by making an animal noise and seeing if their partner can guess who they are in Spanish. • Turn and Talk: Students can identify and share their favorite animal from the story with a peer <p>Presentational</p> <ul style="list-style-type: none"> • Oso Pardo Page: SW present the new animal and its color with the class. • TPR: SW use motions to demonstrate understanding for each animal vocabulary word <p>Interpretive</p> <ul style="list-style-type: none"> • “Oso Pardo”: SW listen repeatedly to the story <i>Brown Bear</i> by Eric Carle and chorally repeat the story along with the teacher. (Interpretive/Presentational) • “Vengan a Ver Mi Granja”: SW listen to the song accompanied by the video and identify the animals they see and hear in the target language. • Read Aloud: SW listen and answer teacher questions about additional animal stories acquired for this unit: <u>La vaca que decía oink</u>, <u>Corre, perro corre</u>, etc. <p>Technology Integration</p> <ul style="list-style-type: none"> • “Vengan a ver mi granja” song on youtube:
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	<p>https://www.youtube.com/results?search_query=vengan+at+yert+mi+granjia</p> <p>Students listen to song and complete related worksheet and answer questions</p> <p>Global Perspectives</p> <ul style="list-style-type: none">● Students will become aware of differences between how animal sounds are represented across different countries. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">● Ask students to share their interpretations of how animals sound● Compare and contrast students' pets or farm experiences
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

Thematic Unit: Food

7.1 World Languages:	
<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.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Food is a topic of high interest for students and also allows them to explore products and practices in the home and target culture.</p> <p>Cross curriculum content connections can be made by discussing healthy eating habits and practices.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Are there similarities between my language and the foreign language that will help me understand new words?	<p>Students will understand that...</p> <ul style="list-style-type: none"> • cognates can help them identify meaning in the target language. • what foods a healthy diet should include. • Foods can be categorized into 5 major food groups • they can share likes and dislikes using “Me gusta” or “No me gusta”
What foods do I consider healthy and unhealthy? Do they differ from those of the target culture?	
How can foods be categorized?	
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

(Cumulative Progress Indicators)	
<p>Students will:</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.</p>	<p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> • identify food vocabulary. • communicate foods they like and dislike. • distinguish between food that is healthy and unhealthy. • Sort foods into the appropriate food groups <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Board Game: SW play a board game where the objective is to orally identify the food and if it is healthy or unhealthy in order to advance. • Sí o No: Students complete a worksheet inventory of foods responding with “sí, or no” as to whether or not they like the food they have learned already in the pictures. • Sort, Cut and Paste: SW sort pictures of foods according to the corresponding food groups and paste into the proper food group <p>Instructional Strategies:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Healthy/Unhealthy Sort: SW work with a partner to categorize foods into the healthy and unhealthy column by orally identifying the food and its category. • Memory: Play memory card game with a partner using fruit and vegetable vocabulary. • Turn and Talk: Have students share their favorite fruit and vegetables with a peer <p>Presentational</p>

	<ul style="list-style-type: none">● Mi favorita: SW share their favorite fruit and vegetable with the class using their illustration of “Mi fruta favorita es...” or using the box of plastic food. <p>Interpretive</p> <ul style="list-style-type: none">● “La Oruga Muy Hambrienta”: SW listen to the Spanish version of <i>The Very Hungry Caterpillar</i> by Eric Carle and identify the vocabulary and main idea of the story.● New page: Based on the book, students will create a new page following the phrase: “La oruga comió y comió y atravesó 6 _____.” <p>Technology Integration</p> <ul style="list-style-type: none">● Graph favorite fruits and/or vegetables on a spreadsheet using Excel/InspireData and compare and contrast class favorites. <p>Global Perspectives</p> <ul style="list-style-type: none">● Students will learn about healthy and unhealthy foods from different Spanish speaking countries. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">● Chart and graph students favorite foods● Highlight the types of cuisine that are students favorites and if their favorites are healthy or unhealthy
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and</p>

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	Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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