

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM & INSTRUCTION



K-5 Spanish

Length of Course	Term
Elective/Required	Required
Schools	Elementary
Eligibility	Grades K-5
Credit Value	N/A
Date Approved	August 23, 2022

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**Modifications will be made to accommodate IEP mandates for classified students.**

## **Statement of Purpose**

This course of study has been designed for novice-mid level world language learners of the elementary age group. The knowledge of a world language is a universal tool that opens gateways to human connection and presents a new approach to global understanding and tolerance in the 21st century.

The study of a world language and the culture for which it is the vehicle sensitizes students to the cultural differences and similarities present in the world around them. Thus, a full and rich experience in the learning of a world language develops understanding of and appreciation for cultures beyond their own.

We believe the study of a world language plays an essential role in the intellectual development and social enrichment of a young learner. On a long term scale, world language study can potentially contribute to the fulfillment of an individual's academic, vocational, and personal goals. Students should be afforded the opportunity of early exposure of a world language at the elementary level, which gives them the chance to pursue world language study to the extent that their interests and abilities permit as they continue through their schooling.

An effective world language program recognizes individual differences in learning methods and abilities, and tailors courses to students with diverse needs and interests. Our goal is to provide a comprehensive and coordinated world language program that is a rewarding and satisfying experience for each learner, while providing real life connections and implementing the use 21st century skills within the classroom.

## **Course Objectives**

Through hands-on experiences with content and culture, the Elementary Spanish program aims to provide and build a foundation for students' successful lifelong language learning. The teacher's consistent use of Spanish will assist students in developing listening comprehension of vocabulary and phrases. Indications of comprehension, rather than speaking, are the expectation in the beginning stages. At this stage, students are expected to respond physically, or with one-word responses. As their learning continues, and the teacher furthers immersion in the classroom by offering comprehensible input in Spanish for a majority of class time, students will be encouraged to increase their language production by orally responding with more frequency and asking simple questions to their peers during structured activities. The program continues to build on the students' receptive knowledge of vocabulary and phrases as they begin actively using Spanish for a variety of purposes including describing, giving opinions, comparing and contrasting, and sequencing. Integrated with their thematic units and language experiences, they will also participate in reading and writing activities that are age and level appropriate. Students will use their growing base of vocabulary and phrases to actively use the target language to participate in familiar and new activities with peers, scripted as well as spontaneous. By the close of the program, the highest goal is for students to use the target language to work in pairs and small groups with increased independence. As they acquire new vocabulary and phrases some will begin to notice grammatical concepts evident in their language use.

**Grade Level Guidelines*****Kindergarten:*****Listening/Understanding**

*Students will be able to*

- physically respond to commands given in Spanish.

**Speaking**

*Students will be able to*

- respond with a name or a number, a yes or no, one word from an “either/or” choice.
- respond to simple questions in contextualized situations.

**Reading/Writing**

*Students will be able to*

- recognize frequently used words in Spanish.

***First Grade:*****Listening/Understanding**

*Students will be able to*

- physically respond to commands given in Spanish.

**Speaking**

*Students will be able to*

- respond with a name or a number, a yes or no, one word from an “either/or” choice.
- respond to simple questions in contextualized situations.

**Reading/Writing**

*Students will be able to*

- recognize frequently used words in Spanish.

**Second Grade:****Listening/Understanding**

*Students will be able to*

- physically respond to more commands given in Spanish.

**Speaking**

*Students will be able to*

- respond with a name or a number, a yes or no, one word from an “either/or” choice, and memorized words and phrases.
- respond to and ask simple questions in contextualized situations.
- provide basic information in contextualized situations.

**Reading/Writing**

*Students will be able to*

- recognize frequently used words in Spanish.
- copy a word to label a drawing.

**Third Grade****Listening/Understanding**

*Students will be able to*

- physically respond to more complex commands given in Spanish.

**Speaking**

*Students will be able to*

- respond to and ask an increasing number of simple questions.
- provide basic information.
- work with a partner on familiar pair activities.

### **Reading/Writing**

*Students will be able to*

- recognize a growing number of frequently used words and phrases.
- read a simple language experience story and familiar phrases in the context of an activity.
- copy and use patterns to write sentences, and repetitive language from stories.

## ***Fourth Grade***

### **Listening/Understanding**

*Students will be able to*

- listen and understand more complex commands and language used in the classroom.

### **Speaking**

*Students will be able to*

- use a growing number of words and phrases to describe thematic topics.
- use more than one word and sentences more often in responses.
- ask a growing number of questions including, “who,” “what,” “when,” and “where”.
- use simple commands to direct classmates’ actions.
- work with partners and small groups on familiar activities.

### **Reading/Writing**

*Students will be able to*

- read familiar sentences.
- read sentences they have written.
- write guided, short sentences about thematic topics in group and paired-work.

## ***Fifth Grade***

### **Listening/Understanding**

*Students will be able to*

- listen and understand more complex commands and language used in the classroom.

### **Speaking**

*Students will be able to*

- use a growing number of words and phrases to describe thematic topics.
- use sentences in responses.
- make negative and affirmative statements.
- maintain a simple conversation about thematic topics.
- ask a growing number of questions including “why”.
- use more complex commands to direct classmates’ actions.
- work with partners and small groups on activities.
- use a growing number of passwords.

### **Reading/Writing**

*Students will be able to*

- read some unfamiliar material that is supported by visuals.
- read aloud familiar material and sentence they have written.
- write short sentences about thematic topics and gradually write more creatively.



**Timeline**

## Kindergarten

<p><b>September</b> <u>Introductory Unit</u></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Colors</li> <li>• <a href="#">Animals Color Song</a></li> <li>• <a href="#">Color Song</a></li> </ul>	<p><b>October</b> <u>Introductory Unit</u></p> <ul style="list-style-type: none"> <li>• Colors (Cont.)</li> <li>• Greetings (Cont.)</li> <li>• Numbers 0-10</li> <li>• <a href="#">1-10 song</a></li> </ul>	<p><b>November</b> <u>Introductory Unit</u></p> <ul style="list-style-type: none"> <li>• Numbers 0-10 (Cont.)</li> <li>• Shapes</li> </ul>	<p><b>December</b> <u>Toys Unit</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Toy Vocabulary Flashcards and Toy Match Game</a></li> <li>• <a href="#">Toy Song</a></li> </ul>	<p><b>January</b> <u>Toys Unit</u></p> <ul style="list-style-type: none"> <li>• Toy Vocabulary Flashcards and Toy Match Game (Cont.)</li> <li>• Toy Song (Cont.)</li> <li>• <a href="#">Toys Bingo</a></li> <li>• <a href="#">Toy Mini Book and Word Tracing</a></li> <li>• <a href="#">Additional Toy Activities (Optional)</a></li> </ul>
<p><b>February</b> <u>Toys Unit/Commands</u></p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Likes/Dislikes</li> <li>• Size/Color Words</li> <li>• Toy Song (Cont.)</li> <li>• Toy Vocabulary Flashcards and Toy Match Game (Cont.)</li> <li>• Toy Mini Book and Word Tracing (Cont.)</li> <li>• Toys Bingo (Cont.)</li> <li>• Additional Toy Activities (Cont. Optional)</li> </ul>	<p><b>March</b> <u>Pets Unit/Commands</u></p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Likes/Dislikes (Cont.)</li> <li>• Size/Color Words (Cont.)</li> <li>• <a href="#">Intro mascotas con nombres</a></li> </ul>	<p><b>April</b> <u>Pets Unit/Likes &amp; Dislikes Review</u></p> <ul style="list-style-type: none"> <li>• Likes/Dislikes (Review)</li> <li>• Size/Color Words (Review)</li> <li>• <a href="#">Mini Flashcards</a></li> <li>• <a href="#">Vocabulary Strips</a></li> <li>• <a href="#">TPT Pets Resource</a></li> <li>• <a href="#">Me Gusta Song</a></li> <li>• <a href="#">Pet Song Resource</a></li> </ul>	<p><b>May</b> <u>Pets Unit</u></p> <ul style="list-style-type: none"> <li>• Pets Mini Flashcards (Cont.)</li> <li>• Pets Vocabulary Strips (Cont.)</li> <li>• <a href="#">Pets Vocabulary Writing &amp; Picture Matching</a></li> <li>• <a href="#">Mini book</a></li> <li>• <a href="#">Pets Writing Activity</a></li> <li>• <a href="#">Pets Vocabulary Bingo</a></li> </ul>	<p><b>June</b> <u>Pets Unit</u></p> <ul style="list-style-type: none"> <li>• Pets Mini Flashcards (Cont.)</li> <li>• Pets Vocabulary Strips (Cont.)</li> <li>• Pets Mini book (Cont.)</li> <li>• Pets Vocabulary Bingo (Cont.)</li> </ul>

### First Grade

<b>September</b> <u>Introductory Unit</u>	<b>October</b> <u>Introductory Unit</u>	<b>November</b> <u>Introductory Unit</u>	<b>December</b> <u>Los animales de la granja</u>	<b>January</b> <u>Los animales de la granja</u>
<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Commands</li> <li>● Colors</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers 0-11</li> <li>● Calendar (months/days)</li> <li>● Shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Interpersonal Greetings</li> <li>● Review Center</li> </ul>	<ul style="list-style-type: none"> <li>● Farm animals</li> <li>● Sounds</li> <li>● Size</li> </ul>	<ul style="list-style-type: none"> <li>● Continue farm animals</li> <li>● Me gusta/No me gusta</li> <li>● Review Centers</li> </ul>
<b>February</b> <u>Los animales de la granja</u>	<b>March</b> <u>Los animales de la granja</u>	<b>April</b> <u>La primavera</u>	<b>May</b> <u>La primavera</u>	<b>June</b> <u>La primavera</u>
<ul style="list-style-type: none"> <li>● Read <u>Oso Pardo</u></li> <li>● Interactive Pinwheel Project</li> </ul>	<ul style="list-style-type: none"> <li>● Toontastic project</li> </ul>	<ul style="list-style-type: none"> <li>● Seasons</li> <li>● Caterpillar life cycle</li> <li>● Fruits</li> </ul>	<ul style="list-style-type: none"> <li>● Fruits continued</li> <li>● Leaf sorting summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Leaf sorting summative assessment</li> </ul>

### Second Grade

<b>September</b> <u>Review Unit</u>	<b>October</b> <u>Partes del cuerpo</u>	<b>November</b> <u>Partes del cuerpo</u>	<b>December</b> <u>Todo Sobre Mi</u>	<b>January</b> <u>Todo Sobre Mi</u>
<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Calendar</li> <li>● Colors</li> <li>● Numbers</li> <li>● Shapes</li> </ul> <u>Partes del cuerpo</u> <ul style="list-style-type: none"> <li>● Introduce Body Parts</li> </ul>	<ul style="list-style-type: none"> <li>● Continue Body Parts</li> <li>● Create a monster project</li> </ul>	<ul style="list-style-type: none"> <li>● Monster project cont.</li> <li>● ¿Qué te duele? and me duele</li> <li>● Centers</li> </ul>	<ul style="list-style-type: none"> <li>● Birthday</li> <li>● Age</li> <li>● Numbers 12-39</li> <li>● Me llamo/Cómo te llamas</li> </ul>	<ul style="list-style-type: none"> <li>● Physical descriptions-tall/short, hair/eye color, 'tengo' phrases</li> </ul>
<b>February</b> <u>Todo Sobre Mi</u>	<b>March</b> <u>Todo Sobre Mi</u>	<b>April</b> <u>Actividades</u>	<b>May</b> <u>Actividades</u>	<b>June</b> <u>Actividades</u>
<ul style="list-style-type: none"> <li>● Personality traits</li> <li>● Color association</li> <li>● Hand project</li> </ul>	<ul style="list-style-type: none"> <li>● Presentational Person Project</li> </ul>	<ul style="list-style-type: none"> <li>● Actividades</li> </ul>	<ul style="list-style-type: none"> <li>● Express opinions- me gusta más o menos, review me gusta/no me gusta</li> </ul>	<ul style="list-style-type: none"> <li>● Prewriting pie chart</li> <li>● Activity project, flipgrid presentation</li> </ul>

## Third Grade

<p><b>September</b> <u>Review Unit</u></p> <ul style="list-style-type: none"> <li>• Basic review</li> <li>• Alphabet</li> <li>• Interrogatives</li> </ul>	<p><b>October</b> <u>La Escuela</u></p> <ul style="list-style-type: none"> <li>• Interrogatives continued</li> <li>• Emotions</li> <li>• School supplies</li> </ul>	<p><b>November</b> <u>La Escuela</u></p> <ul style="list-style-type: none"> <li>• School supplies continued</li> <li>• Tengo/Tienes</li> <li>• Interpersonal backpack interview assessment</li> </ul>	<p><b>December</b> <u>La Escuela</u></p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Read book</li> </ul>	<p><b>January</b> <u>La Escuela</u></p> <ul style="list-style-type: none"> <li>• Story sequencing project of choice</li> <li>• BENCHMARK</li> </ul>
<p><b>February</b> <u>Mi Plato</u></p> <ul style="list-style-type: none"> <li>• Mi plato categories</li> <li>• Foods</li> <li>• Me gusta mucho/ muchísimo/ mas o menos/ no me gusta para nada</li> </ul>	<p><b>March</b> <u>Mi Plato</u></p> <ul style="list-style-type: none"> <li>• Foods continued</li> <li>• Mi plato summative assessment</li> </ul>	<p><b>April</b> <u>Mi Plato</u></p> <ul style="list-style-type: none"> <li>• Me gustaría</li> <li>• Restaurant exchanges</li> <li>• Meal times</li> </ul>	<p><b>May</b> <u>Mi Plato</u></p> <ul style="list-style-type: none"> <li>• Intrapersonal menu project</li> <li>• Presentational restaurant skit</li> </ul>	<p><b>June</b> <u>Mi Plato</u></p> <ul style="list-style-type: none"> <li>• Intrapersonal menu project continued</li> <li>• Presentational restaurant skit continued</li> </ul>

## Fourth Grade

<p><b>September</b> <u>Review Unit</u></p> <ul style="list-style-type: none"> <li>• Review unit</li> <li>• Frutas tropicales</li> </ul>	<p><b>October</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Frutas tropicales cont.</li> </ul>	<p><b>November</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Presentational blender project</li> </ul>	<p><b>December</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Frutas tropicales descriptions</li> <li>• Carnaval</li> </ul>	<p><b>January</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Carnaval</li> <li>• Parts of mask/vejigante</li> <li>• Create and describe digital vejigante mask</li> </ul>
<p><b>February</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Intro. to P.R. - flag, general info, P.R. Prezi presentation</li> </ul>	<p><b>March</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• El Yunque</li> <li>• Travel brochure slide assessment</li> </ul>	<p><b>April</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Animales</li> <li>• Verbs</li> </ul>	<p><b>May</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Animales cont.</li> <li>• Animal morfo project</li> </ul>	<p><b>June</b> <u>Puerto Rico</u></p> <ul style="list-style-type: none"> <li>• Animal morfo project cont.</li> </ul>

## Fifth Grade

<p><b>September</b> <u>Review</u></p> <ul style="list-style-type: none"> <li>● Review intro. unit</li> <li>● Alphabet</li> <li>● Question words</li> </ul>	<p><b>October</b> <u>México</u></p> <ul style="list-style-type: none"> <li>● Día de los muertos</li> <li>● Altar/ofrenda assessment</li> </ul>	<p><b>November</b> <u>México</u></p> <ul style="list-style-type: none"> <li>● Día de los muertos (completed 1st week of November)</li> <li>● La familia/ description</li> </ul>	<p><b>December</b> <u>Las posadas</u></p> <ul style="list-style-type: none"> <li>● Las Posadas DVD</li> <li>● Cont familia/ description</li> <li>● Google Slides project on celebration (optional)</li> </ul>	<p><b>January</b> <u>Todo Sobre Mi</u></p> <ul style="list-style-type: none"> <li>● Nationality</li> <li>● Physical Descriptions</li> <li>● Personality</li> </ul>
<p><b>February</b> <u>Todo Sobre Mi</u></p> <ul style="list-style-type: none"> <li>● Activities</li> <li>● BENCHMARK</li> </ul>	<p><b>March</b> <u>Todo Sobre Mi</u></p> <ul style="list-style-type: none"> <li>● Activities</li> <li>● Opinions</li> </ul>	<p><b>April</b> <u>Todo Sobre Mi</u></p> <ul style="list-style-type: none"> <li>● Yearbook Page or video log</li> </ul>	<p><b>May</b> <u>Países de habla hispana</u></p> <ul style="list-style-type: none"> <li>● Spanish speaking countries</li> <li>● Country research project</li> </ul>	<p><b>June</b> <u>Países de habla hispana</u></p> <ul style="list-style-type: none"> <li>● Country research project continued</li> </ul>

## UNITS

### Kindergarten

#### Unit Title: Introductory Unit

##### **Targeted Standards:**

- **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.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.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.

##### **Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

1. Identify basic information
2. Respond to questions about learned vocabulary and chunks.

##### **Essential Questions:**

In the target language

1. Can I answer basic questions in Spanish?
2. Can I identify vocabulary in Spanish?

##### **Unit Assessment:**

- **Interpretive Mode:** Completed worksheets throughout the unit that to be placed in a Spanish notebook.
- **Interpersonal Mode:** Ask and respond to basic questions learned in this unit.
- **Presentational Mode:** Students will present their favorite color. Students will also describe their favorite toy.

<b>Introductory Unit</b>				
<b>Core Content Objectives</b>			<b>Instructional Actions</b>	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• Greetings               <ul style="list-style-type: none"> <li>○ hola</li> <li>○ buenos días</li> <li>○ buenas tardes</li> <li>○ adios</li> <li>○ cómo estás</li> <li>○ bien</li> <li>○ gracias</li> <li>○ muy bien</li> <li>○ así así</li> <li>○ mal</li> </ul> </li> <li>• Commands (introduce as used in class)               <ul style="list-style-type: none"> <li>○ levanta la mano</li> <li>○ baja la mano</li> <li>○ espera</li> <li>○ escucha</li> <li>○ saca</li> <li>○ guarda</li> <li>○ para</li> <li>○ siéntate</li> <li>○ ¿Puedo ir al baño?/¿Me permite ir al baño?</li> <li>○ ¿Puedo tomar agua?/¿Me permite tomar agua?</li> <li>○ ¿Cómo se dice...?</li> </ul> </li> <li>• Colors</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Commands</li> <li>• Colors</li> </ul>	<ul style="list-style-type: none"> <li>• Greet the teacher and others</li> <li>• Follow teacher commands in class</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box</li> <li>• Songs: colors, numbers, shapes, interpersonal greetings, etc. (see links in timeline)</li> <li>• Notebook worksheets or Digital copies</li> <li>• Games to reinforce vocabulary (see links in timeline)</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Promethean Flipcharts</li> <li>• Youtube</li> <li>• Rockalingua</li> <li>• iPad</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ rojo</li> <li>○ azul</li> <li>○ blanco</li> <li>○ rosado</li> <li>○ morado</li> <li>○ anaranjado</li> <li>○ amarillo</li> <li>○ café</li> <li>○ negro</li> <li>○ verde</li> <li>○ gris</li> <li>○ Cual es tu color favorito</li> <li>○ Mi color favorito es...</li> <li>● Numbers             <ul style="list-style-type: none"> <li>○ cero</li> <li>○ uno</li> <li>○ dos</li> <li>○ tres</li> <li>○ cuatro</li> <li>○ cinco</li> <li>○ seis</li> <li>○ siete</li> <li>○ ocho</li> <li>○ nueve</li> <li>○ diez</li> </ul> </li> <li>● Shapes             <ul style="list-style-type: none"> <li>○ el círculo</li> <li>○ el triángulo</li> <li>○ el cuadrado</li> <li>○ el corazón</li> <li>○ el semicírculo</li> <li>○ la estrella</li> <li>○ el rectángulo</li> <li>○ el óvalo</li> <li>○ el rombo</li> </ul> </li> <li>● Toys             <ul style="list-style-type: none"> <li>○ El tren</li> <li>○ El cohete</li> <li>○ El robot</li> <li>○ El oso/pelucho</li> <li>○ El avión</li> <li>○ El balón</li> <li>○ La muñeca</li> <li>○ Los bloques</li> <li>○ El tambor</li> <li>○ El títere</li> </ul> </li> <li>● Pets</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers 0-10</li> <li>● Shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Identify colors</li> <li>● Recognize and identify numbers</li> <li>● Recognize and identify shapes</li> </ul>	<ul style="list-style-type: none"> <li>● See activity links in timeline</li> <li>● See activity links in timeline</li> </ul>	
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<ul style="list-style-type: none"> <li>○ El perro</li> <li>○ El gato</li> <li>○ La rana</li> <li>○ La lagartija</li> <li>○ El pez</li> <li>○ El conejo</li> <li>○ El hurón</li> <li>○ La serpiente</li> <li>○ La tortuga</li> <li>○ El pájaro</li> <li>○ El hámster</li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Magic box</li> <li>6. Calendar</li> <li>7. Color manipulatives</li> <li>8. Shape manipulatives</li> <li>9.</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	



**Unit Title:** Toys**Targeted Standards:**

- **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.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.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.

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

3. Identify toys in the target language
4. Respond to questions about learned vocabulary and chunks.

**Essential Questions:**

In the target language

3. Can I answer basic questions in Spanish?
4. Can I identify toys in Spanish?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets throughout the unit that will be completed to be placed in a Spanish notebook.
- **Interpersonal Mode:** Ask and respond to basic questions learned in this unit.
- **Presentational Mode:** Students will write and present about their toys.

<b>Toys Unit</b>				
<b>Core Content Objectives</b>			<b>Instructional Actions</b>	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• Toys               <ul style="list-style-type: none"> <li>○ robot</li> <li>○ muñeca</li> <li>○ carro</li> <li>○ tren</li> <li>○ avion</li> <li>○ pelota</li> <li>○ bloques</li> <li>○ rompecabezas</li> <li>○ bicicleta</li> <li>○ cohete</li> <li>○ osito</li> <li>○ títere</li> <li>○ dinosaurio</li> <li>○ patinete</li> <li>○ me gusta/ no me gusta</li> <li>○ grande</li> <li>○ pequeño</li> <li>○ mediano</li> <li>○ tengo/tiene/ tienes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Toy names</li> <li>• Express like/dislike</li> <li>• Describe size/color</li> </ul>	<ul style="list-style-type: none"> <li>• Name and identify toys and their names</li> <li>• Describe toys verbally</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box/La bolsa</li> <li>• Powerpoint without labels, then with labels</li> <li>• Songs: Tengo ____ song</li> <li>• Worksheets to copy/label pets</li> <li>• Tengo, ¿quién tiene? cards</li> <li>• Notebook worksheets or Digital copies</li> <li>• Games to reinforce vocabulary</li> <li>• Toys Song</li> <li>• Toys Writing Activity</li> <li>• Toys Mini Book and Word Tracing</li> <li>• Toys Vocabulary Bingo</li> <li>• Toys vocabulary writing and picture match</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• Rockalingua</li> <li>• iPad</li> <li>• Google apps</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

**Unit Title:** Pets**Targeted Standards:**

- **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.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.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.

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

5. Identify pets in the target language
6. Respond to questions about learned vocabulary and chunks.

**Essential Questions:**

In the target language

5. Can I answer basic questions in Spanish?
6. Can I identify pets in Spanish?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets throughout the unit that will be completed to be placed in a Spanish notebook.
- **Interpersonal Mode:** Ask and respond to basic questions learned in this unit.
- **Presentational Mode:** Students will write and present about their pets.

<b>Pets Unit</b>				
<b>Core Content Objectives</b>			<b>Instructional Actions</b>	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• Pets               <ul style="list-style-type: none"> <li>○ el perro</li> <li>○ el gato</li> <li>○ el hámster</li> <li>○ el conejo</li> <li>○ el pez</li> <li>○ la tortuga</li> <li>○ la rana</li> <li>○ la serpiente</li> <li>○ la lagartija</li> <li>○ el hurón</li> <li>○ el pájaro</li> <li>○ la tarántula</li> <li>○ me gusta/ no me gusta</li> <li>○ grande</li> <li>○ pequeño</li> <li>○ mediano</li> <li>○ tengo/tiene/ tienes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pet names</li> <li>• Express like/dislike</li> <li>• Describe size/color</li> </ul>	<ul style="list-style-type: none"> <li>• Name and identify pets and their written names</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box/La bolsa</li> <li>• Powerpoint without labels, then with labels</li> <li>• Songs: Tengo ___ song</li> <li>• Worksheets to copy/label pets</li> <li>• Tengo, ¿quién tiene? cards</li> <li>• Notebook worksheets or Digital copies</li> <li>• Games to reinforce vocabulary</li> <li>• Pets Song</li> <li>• Pets Writing Activity</li> <li>• Pets Mini Book</li> <li>• Pets Vocabulary Bingo</li> <li>• Pets vocabulary writing and picture match</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• Rockalingua</li> <li>• iPad</li> <li>• Google apps</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

## First Grade

### Unit Title: Introductory Unit

#### Targeted Standards:

- 7.1.NM.A.2** Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical responses.
- 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.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-taking and daily interactions.
- 7.1.NM.B.5** Exchange information using words, phrases and short sentences practices in class on familiar topics or on topics studied in other content areas.
- 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.

#### Unit Objectives/Conceptual Understandings:

In the target language, learners will be able to

1. Identify basic information
2. Respond to questions about learned vocabulary and chunks.

#### Essential Questions:

In the target language

1. Can I answer basic questions in Spanish?
2. Can I identify basic vocabulary in Spanish?

#### Unit Assessment:

- **Interpretive Mode:** Worksheets throughout unit that will be completed to be placed in Spanish notebook or digital portfolio.
- **Interpersonal Mode:** Ask and respond to basic questions learned in this unit.
- **Presentational Mode:** Students will write about and present their favorite color.

	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>● Greetings               <ul style="list-style-type: none"> <li>○ hola</li> <li>○ buenos días</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Greetings</li> </ul>	<ul style="list-style-type: none"> <li>● Greet the teacher and others</li> </ul>	<ul style="list-style-type: none"> <li>● TPR</li> <li>● Magic Box</li> <li>● Calendar</li> </ul>	<ul style="list-style-type: none"> <li>● Natural approach questions:</li> </ul>

<ul style="list-style-type: none"> <li>o buenas tardes</li> <li>o buenas noches</li> <li>o adios</li> <li>o hasta manana</li> <li>o cómo estás</li> <li>o bien</li> <li>o gracias</li> <li>o muy bien</li> <li>o así así</li> <li>o mal</li> <li>• Commands             <ul style="list-style-type: none"> <li>o levanta la mano</li> <li>o baja la mano</li> <li>o silencio</li> <li>o espera</li> <li>o escucha</li> <li>o saca</li> <li>o guarda</li> <li>o para</li> <li>o presta atención</li> <li>o siéntate</li> <li>o levántate</li> <li>o ojos aquí</li> <li>o ¿Puedo ir al baño?/¿Me permite ir al baño?</li> <li>o ¿Puedo tomar agua?/¿Me permite tomar agua?</li> <li>o ¿Cómo se dice...?</li> </ul> </li> <li>• Colors             <ul style="list-style-type: none"> <li>o rojo</li> <li>o azul</li> <li>o blanco</li> <li>o rosado</li> <li>o morado</li> <li>o anaranjado</li> <li>o amarillo</li> <li>o cafe</li> <li>o negro</li> <li>o verde</li> <li>o gris</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Commands</li> <li>• Colors</li> <li>• Numbers 0-11</li> <li>• Calendar (months and days)</li> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to and follow commands</li> <li>• Identify colors and their written names</li> <li>• Identify numbers 0-11</li> <li>• Identify and recite the days of the week and months of the year</li> <li>• Correctly state the date in Spanish</li> <li>• Recognize and identify shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Songs: Days of week, months of the year, colors, numbers, shapes, interpersonal greetings</li> <li>• Notebook worksheets or Digital copies</li> <li>• Games to reinforce vocabulary</li> <li>Technology             <ul style="list-style-type: none"> <li>• Promethean Flipcharts</li> <li>• Youtube</li> <li>• Rockalingua</li> <li>• iPad</li> <li>• Google apps</li> </ul> </li> </ul>	<p>yes/no, either/or, open ended</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>
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<ul style="list-style-type: none"><li>○ Cual es tu color favorito</li><li>○ Mi color favorito es...</li><li>● Numbers<ul style="list-style-type: none"><li>○ cero</li><li>○ uno</li><li>○ dos</li><li>○ tres</li><li>○ cuatro</li><li>○ cinco</li><li>○ seis</li><li>○ siete</li><li>○ ocho</li><li>○ nueve</li><li>○ diez</li><li>○ once</li></ul></li><li>● Shapes<ul style="list-style-type: none"><li>○ el círculo</li><li>○ el triángulo</li><li>○ el cuadrado</li><li>○ el corazón</li><li>○ el semicírculo</li><li>○ la estrella</li><li>○ el rectángulo</li><li>○ el óvalo</li><li>○ el rombo</li></ul></li><li>● Days of the Week<ul style="list-style-type: none"><li>○ lunes</li><li>○ martes</li><li>○ miercoles</li><li>○ jueves</li><li>○ viernes</li><li>○ sábado</li><li>○ domingo</li></ul></li><li>● Months of the Year<ul style="list-style-type: none"><li>○ enero</li><li>○ febrero</li><li>○ marzo</li><li>○ abril</li><li>○ mayo</li><li>○ junio</li><li>○ julio</li><li>○ agosto</li><li>○ septiembre</li><li>○ octubre</li><li>○ noviembre</li><li>○ diciembre</li></ul></li></ul>				
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**Resources:**

1. Notebooks
2. Songs/Videos (YouTube and Rockalingua)
3. Notebook Worksheets or Digital copies
4. Personal website: review games and activities
5. Magic box
6. Calendar
7. Color manipulatives
8. Shape manipulatives

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

- Varied questioning techniques
- Student Choice
- Modified notebook worksheets (or digital copies)
- Small group instruction
- Offering Visual Aids
- Modeling



**Unit Title:** Los animales de la granja**Targeted Standards:**

- 7.1.NM.A.2** Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical responses.
- 7.1.NM.A.4** Identify familiar people, places and objects based on simple oral and/or written descriptions.
- 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.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 practices in class on familiar topics or on topics studied in other content areas.
- 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.
- 8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

1. Identify animals that live on a farm
2. Describe animals using colors, size and sound.
3. Formulate an opinion about animals.

**Essential Questions:**

In the target language

1. Can I identify animals that live on a farm?
2. Can I describe animals?
3. Can I formulate an opinion about animals?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets throughout the unit that will be placed in their notebooks or digital portfolios
- **Interpersonal Mode:** Students will complete an interactive Pinwheel Project. Based on the book *Oso pardo oso pardo ¿qué ves ahí?*, students will create a pinwheel with paper and a fastener. They will play a guessing game with a partner using the chunks learned from the book and farm animals.
- **Presentational Mode:** Students will complete a pre-writing worksheet where they will state a farm animal they like and describe its color, size and sound in Spanish. Then, they will illustrate and present the writing on the iPad app Toontastic. This project may be uploaded on Seesaw.

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Farm Animals               <ul style="list-style-type: none"> <li>○ la granja</li> <li>○ la vaca</li> <li>○ el caballo</li> <li>○ el perro</li> <li>○ el pavo</li> <li>○ el gato</li> <li>○ el pato</li> <li>○ la oveja</li> <li>○ el caballo</li> <li>○ el perro</li> <li>○ el gato</li> <li>○ el pato</li> <li>○ la oveja</li> <li>○ la cabra</li> <li>○ el gallo</li> <li>○ la gallina</li> <li>○ el pollito</li> <li>○ el pájaro</li> <li>○ el cerdo</li> <li>○ el pez</li> <li>○ la rana/el sapo</li> <li>○ el granjero</li> </ul> </li> <li>• Size               <ul style="list-style-type: none"> <li>○ grande</li> <li>○ mediano</li> <li>○ pequeno</li> </ul> </li> <li>• Animal Sounds               <ul style="list-style-type: none"> <li>○ muu</li> <li>○ jiiii</li> <li>○ guau guau</li> <li>○ miau</li> <li>○ cua cua</li> <li>○ baaa/beee</li> <li>○ quiquiriqui/cocoroco</li> <li>○ pío pío</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Size</li> <li>• Farm animal sounds</li> <li>• Opinions: Me gusta/no me gusta</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify the farm animal</li> <li>• Describe the farm animals by color, size and sound</li> <li>• Formulate opinions about farm animals employing me gusta and no me gusta.</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box</li> <li>• Songs</li> <li>• Notebook worksheets</li> <li>• Games to reinforce vocabulary</li> <li>• Centers</li> <li>• Read <u>Oso pardo oso pardo ¿qué ves ahí?</u></li> <li>• Pinwheel Project</li> <li>• Toontastic Project</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Promethean Board</li> <li>• Youtube</li> <li>• Rockalingua</li> <li>• iPad</li> <li>• iPad app - Toontastic 3D</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ oinc</li> <li>○ ruuuuu</li> <li>○ gluglú</li> <li>● Opinions             <ul style="list-style-type: none"> <li>○ Me gusta</li> <li>○ No me gusta</li> </ul> </li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Stuffed animals/Beanie Babies</li> <li>5. Magic Box</li> <li>6. Center Materials</li> <li>7. <u>Oso pardo oso pardo ¿qué ves ahí?</u> By Bill Martin Jr. and Eric Carle</li> <li>8. Pinwheel paper and fasteners</li> <li>9. Toontastic App</li> <li>10. Seesaw</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

**Unit Title:** La primavera**Targeted Standards:**

- 7.1.NM.A.2** Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical responses.
- 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.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.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 practices in class on familiar topics or on topics studied in other content areas.
- 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.
- 8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

1. Identify seasons
2. Identify and order the butterfly life cycle
3. Identify and describe fruits
4. Give opinions about fruits

**Essential Questions:**

In the target language

1. Can I identify seasons?
2. Can I identify the different parts of the butterfly life cycle and put them in order?
3. Can I identify and describe fruits?
4. Can I give my opinion about fruits?

**Unit Assessment:**

- **Interpretive Mode:** Seasons, Caterpillar Life Cycle and Fruit Identification Worksheets
- **Interpersonal Mode:** Students will complete a survey activity where they will ask their classmates questions about their fruit preferences.
- **Presentational Mode:** Students will complete a matching activity on a leaf paper. They will match the fruits to the correct fruit word. They will also formulate a sentence stating their opinion about a fruit.

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts	Skills	Activities/Strategies	Assessment Check Points

	<i>What students will know.</i>	<i>What students will be able to do.</i>	Technology Implementation/ Interdisciplinary Connections	
<ul style="list-style-type: none"> <li>• Seasons <ul style="list-style-type: none"> <li>○ invierno</li> <li>○ primavera</li> <li>○ verano</li> <li>○ otoño</li> </ul> </li> <li>• Butterfly Life Cycle <ul style="list-style-type: none"> <li>○ el huevo</li> <li>○ la orgua</li> <li>○ el capullo</li> <li>○ la mariposa</li> </ul> </li> <li>• La fruta <ul style="list-style-type: none"> <li>○ la manzana</li> <li>○ la pera</li> <li>○ la sandía</li> <li>○ la naranja</li> <li>○ la ciruela</li> <li>○ la fresa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Butterfly Life Cycle Steps</li> <li>• Fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify the seasons</li> <li>• Recognize, identify and order a butterfly's life cycle</li> <li>• Recognize and identify fruits</li> <li>• Describe fruits</li> <li>• Give opinions about fruits</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box</li> <li>• Songs</li> <li>• Notebook worksheets or digital copies</li> <li>• Read the book <u>La oruga muy hambrienta</u></li> <li>• Survey Activity</li> <li>• Leaf Project</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Promethean Board</li> <li>• Rockalingua</li> <li>• Youtube</li> <li>• iPad</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Songs/Videos (YouTube and Rockalingua)</li> <li>• Notebook Worksheets or Digital copies</li> <li>• Personal website: review games and activities</li> <li>• Plastic Fruit</li> <li>• Butterfly Life Cycle Materials</li> <li>• La oruga muy hambrienta by Eric Carle</li> <li>• Survey Worksheet</li> <li>• Leaf Project</li> <li>• Seesaw</li> </ul>			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> <li>• Varied questioning techniques</li> <li>• Student Choice</li> <li>• Modified notebook worksheets (or digital copies)</li> <li>• Small group instruction</li> <li>• Offering Visual Aids</li> <li>• Modeling</li> </ul>	

## Second Grade

**Unit Title:** Las partes del cuerpo

**Targeted Standards:**

- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.5** Exchange information using words, phrases, and short sentences practiced in class on familiar topics or studied in other content areas.
- 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.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to

1. Recognize, identify, and say which body parts hurts.
2. Describe a picture of a monster using numbers and body parts.

**Essential Questions:**

In the target language

1. Can I respond to commands and questions about body parts?
2. Can I apply my knowledge of numbers to describe an image?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets to be completed throughout the unit to be placed in Spanish notebooks or digital portfolio. Students will respond to TPR commands related to body parts.
- **Presentational Mode:** Students will create a monster and describe how many body parts their monster has. Students will present their projects either digitally or in front of the class.
- **Interpersonal Mode:** Students will ask answer questions about which body part hurts them.

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>● Body Parts:               <ul style="list-style-type: none"> <li>○ la cabeza</li> <li>○ los ojos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Body Parts</li> </ul>	<ul style="list-style-type: none"> <li>● Identify body parts through</li> </ul>	<ul style="list-style-type: none"> <li>● Simon Dice</li> <li>● Body Parts dancing songs</li> </ul>	<ul style="list-style-type: none"> <li>● Natural approach questions: yes/no,</li> </ul>

<ul style="list-style-type: none"> <li>○ la nariz</li> <li>○ la boca</li> <li>○ las orejas</li> <li>○ el pelo</li> <li>○ los brazos</li> <li>○ las manos</li> <li>○ las piernas</li> <li>○ los pies</li> <li>○ la barriga (el estómago)</li> </ul> <ul style="list-style-type: none"> <li>● What hurts:             <ul style="list-style-type: none"> <li>○ ¿Qué te duele?</li> <li>○ Me duele _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What hurts</li> </ul>	<p>physical response.</p> <ul style="list-style-type: none"> <li>● Recognize body parts.</li> <li>● Ask/answer what hurts you?</li> </ul>	<ul style="list-style-type: none"> <li>● Notebook worksheets or digital copies</li> <li>● ¿Qué te duele? survey activity</li> <li>● Games to reinforce vocabulary</li> <li>● What's on my head - body parts edition</li> <li>● Sr. Cuerpo</li> <li>● Label a classmate with post-its</li> <li>● Trace and label a person on bulletin board paper</li> <li>● Cool cubes matching</li> <li>● Draw a person by rolling dice</li> <li>● Audio activity - color the body parts</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean Board</li> <li>● Youtube</li> <li>● Chromebook</li> <li>● Rockalingua</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	<p>either/or, open ended</p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. El chico y el arco iris digital story</li> <li>6. Kahoot - <a href="https://play.kahoot.it/#/k/52a1d675-0a10-4273-b6c5-c20ad91a6915">https://play.kahoot.it/#/k/52a1d675-0a10-4273-b6c5-c20ad91a6915</a></li> <li>7. Create a monster template</li> <li>8. Materials for center activities</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

**Unit Title:** Todo Sobre Mi**Targeted Standards:**

- 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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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 studied in other content areas.
- 7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to

1. Skim and scan culturally authentic images, audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age).
2. Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face to face communication.
3. Describe self and others.

**Essential Questions:**

In the target language

1. Can I describe myself and others?
2. Can I interpret information about people from pictures, video, audio or written text?

**Unit Assessment:**

- **Interpretive Mode:**
  - Worksheets to be completed throughout the unit to be placed in Spanish notebooks or digital portfolio.
  - Students will identify people based upon teacher read descriptions.
- **Presentational Mode:**
  - Students will draw a self portrait, describe basic information about themselves and present it to the class.
  - Students will create a foldable person project. They will write six personality traits on the body of the person and draw a little picture to represent each trait. They will then assemble the head, arms, and legs of the person and present it to the class.
- **Interpersonal Mode:** Students will engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to name, age, birthday, personality and physical traits.



	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Basic Personal Information: <ul style="list-style-type: none"> <li>○ ¿Cómo te llamas?, Me llamo_____</li> <li>○ Months of the Year</li> <li>○ Numbers 1-31</li> <li>○ ¿Cuándo es tu cumpleaños?, Mi cumpleaños es el ___ de _____</li> <li>○ ¿Cuántos años tienes?, Tengo _____ años.</li> </ul> </li> <li>• Descriptions <ul style="list-style-type: none"> <li>○ guapo(a), alto/bajo (a)</li> <li>○ tengo pelo: rubio, castaño, moreno, pelirrojo,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Name</li> <li>• Numbers</li> <li>• Birthday</li> <li>• Age</li> <li>• Physical and Personality Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer what is your name.</li> <li>• Count from 1 - 31.</li> <li>• State birthday in correct order.</li> <li>• Ask and answer how old are you?</li> <li>• Describe self and others using oral or written text.</li> <li>• Ask memorized questions related to physical characteristics and personality.</li> <li>• Answer simple questions related to physical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook worksheets or digital copies</li> <li>• Turn and talk to practice questions about name, birthday, age</li> <li>• Throw ball or Hot Potato (sing cumpleaños feliz) and say birthday</li> <li>• Interview a classmate</li> <li>• Kahoot</li> <li>• Match a description read by teacher to the correct picture</li> <li>• Describe physical and personality traits of people in pictures</li> <li>• Survey activity - Cómo eres</li> <li>• Color association with personality traits</li> <li>• Games to reinforce vocabulary</li> <li>Technology <ul style="list-style-type: none"> <li>• Promethean Board</li> <li>• Youtube</li> <li>• Chromebook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>o largo, corto</li> <li>o Tengo ojos</li> <li>_____</li> <li>o –</li> <li>o cómico</li> <li>o serio (a),</li> <li>o inteligente</li> <li>,</li> <li>o artístico(a),</li> <li>o atlético(a),</li> <li>o creativo(a),</li> <li>o fuerte,</li> <li>o honesto(a),</li> <li>o responsable,</li> <li>o educado(a)</li> <li>o ¿Cómo eres?, Soy...</li> </ul>		<p>and personality qualities.</p> <ul style="list-style-type: none"> <li>• Recognize descriptions of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Rockalingua</li> <li>• Kahoot</li> <li>• Quizlet</li> </ul>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Kahoot - <a href="https://play.kahoot.it/#/k/49b7b01f-8bbe-4a1d-bfcd-5bc528d332bb">https://play.kahoot.it/#/k/49b7b01f-8bbe-4a1d-bfcd-5bc528d332bb</a></li> <li>6. Self portrait template</li> <li>7. Color association flipchart and template for project</li> <li>8. Presentational Person Project template</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• Varied questioning techniques</li> <li>• Student Choice</li> <li>• Modified notebook worksheets (or digital copies)</li> <li>• Small group instruction</li> <li>• Offering Visual Aids</li> <li>• Modeling</li> </ul>	

**Unit Title:** Las actividades**Targeted Standards:**

**7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

**7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

**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.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Unit Objectives/Conceptual Understandings:** (Students will understand that)

In the target language learners will be able to

1. Ask and respond to memorized questions about activities people like and do not like.
2. Understand others' opinions of activities based on oral or written descriptions.

**Essential Questions:**

In the target language

1. Can I express preferences for activities?
2. Can I interpret information about others' likes and dislikes?

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

- **Interpretive Mode:**
  - Worksheets to be completed throughout the unit to be placed in Spanish notebooks or digital portfolio.
  - Students will identify how people feel about activities based on written descriptions.
- **Presentational Mode:** Students will record a flipgrid (or other digital recording app) presentation saying and acting out an activity they like, dislike, and kind of like.
- **Interpersonal Mode:** Students will survey classmates about their opinions of activities.

	<b>Core Content Objectives</b>		<b>Instructional Actions</b>	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>

<ul style="list-style-type: none"> <li>● Activities and Pastimes             <ul style="list-style-type: none"> <li>○ jugar béisbol</li> <li>○ jugar fútbol</li> <li>○ jugar baloncesto</li> <li>○ jugar videojuegos</li> <li>○ jugar juegos de la mesa</li> <li>○ montar en bicicleta</li> <li>○ ir al cine</li> <li>○ leer</li> <li>○ dibujar</li> <li>○ nadar</li> <li>○ cantar</li> <li>○ bailar</li> <li>○ correr</li> <li>○ hacer karate</li> <li>○ hacer gimnasia</li> </ul> </li> <li>● Opinions             <ul style="list-style-type: none"> <li>○ ¿Qué te gusta hacer?</li> <li>○ ¿Te gusta _____?</li> <li>○ me gusta</li> <li>○ no me gusta</li> <li>○ me gusta más o menos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Activities</li> <li>● Opinions</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and act out activities.</li> <li>● Ask and express opinions.</li> </ul>	<ul style="list-style-type: none"> <li>● TPR</li> <li>● I walk the line - students walk to three different spots in the room depending on if they like, dislike, or kind of like the activity pictures</li> <li>● Concentric circles or survey activity about opinions</li> <li>● Interpretive reading activity</li> <li>● Games to reinforce vocabulary</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean Board</li> <li>● Youtube</li> <li>● Chromebook</li> <li>● Flipgrid (or other recording app i.e. screencastify)</li> <li>● Rockalingua</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>● Natural approach questions: yes/no, either/or, open ended</li> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Que te gusta hacer song - <a href="https://www.youtube.com/watch?v=H2Din515mg4">https://www.youtube.com/watch?v=H2Din515mg4</a></li> <li>6. Rockalingua aficiones song - <a href="https://rockalingua.com/videos/hobbies">https://rockalingua.com/videos/hobbies</a></li> <li>7. Kahoot - <a href="https://play.kahoot.it/#/k/edee6341-e164-4695-b81e-787874a44f8d">https://play.kahoot.it/#/k/edee6341-e164-4695-b81e-787874a44f8d</a></li> <li>8. Slide show and response paper for interpretive reading activity</li> <li>9. Pre-writing pie chart for flipgrid presentation</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

### Third Grade

**Unit Title:** La escuela

**Targeted Standards:**

- 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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.
- 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.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.
- 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to:

1. Recognize and identify school supplies.
2. Interpret and follow common school commands.
3. Identify and express emotions.

**Essential Questions:**

In the target language

1. Can I express what I need and use in school?
2. Can I give and follow commands related to the school environment?
3. Can I exchange information with peers about how I am feeling?

**Unit Assessment:**

- **Interpretive Mode:** Students will complete worksheets throughout unit to be completed to be placed into Spanish notebook or digital portfolio.
- **Presentational Mode:** Students will personalize a mini-book (guided writing) using unit vocabulary and expressions from the story, David va al colegio. (paper or digital)
- **Interpersonal Mode:** Students will be interviewed by teacher and asked to identify and describe contents of a backpack. (paper or realia)

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts	Skills	Activities/Strategies	Assessment Check Points

	<i>What students will know.</i>	<i>What students will be able to do.</i>	Technology Implementation/ Interdisciplinary Connections	
<ul style="list-style-type: none"> <li>• School supplies                             <ul style="list-style-type: none"> <li>○ el pegante/pegamento</li> <li>○ los crayones</li> <li>○ las tijeras</li> <li>○ el cuaderno</li> <li>○ el lápiz</li> <li>○ la carpeta</li> <li>○ el bolígrafo</li> <li>○ el borrador/la goma</li> <li>○ el libro</li> <li>○ el papel</li> <li>○ el sacapuntas</li> <li>○ la mochila</li> <li>○ la calculadora</li> <li>○ la regla</li> <li>○ (Yo) tengo</li> <li>○ (Tu) tienes</li> </ul> </li> <li>• Emotions                             <ul style="list-style-type: none"> <li>○ feliz</li> <li>○ triste</li> <li>○ enojado(a)</li> <li>○ emocionado(a)</li> <li>○ cansado(a)</li> <li>○ enfermo(a)</li> <li>○ nervioso(a)</li> <li>○ hambriento(a)</li> <li>○ orgulloso(a)</li> <li>○ Como te sientes/Com o estas?</li> <li>○ Estoy...</li> </ul> </li> <li>• Commands                             <ul style="list-style-type: none"> <li>○ no corras</li> <li>○ no grites</li> <li>○ no empujes</li> <li>○ no toques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School supplies</li> <li>• Emotions</li> <li>• Commands</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school supplies found in written and oral text</li> <li>• Describe school supplies they have and don't have</li> <li>• Interpret memorized questions and phrases related to school supplies</li> <li>• Express how they are feeling</li> <li>• Ask others how they are feeling</li> <li>• Demonstrate understanding of school commands</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box</li> <li>• Songs</li> <li>• Notebook worksheets or digital copies</li> <li>• Games to reinforce vocabulary</li> <li>• Peer conversation; turn and talk, think-pair-share, scripted and spontaneous use of learned grammar models and vocabulary</li> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Students will read and comprehend <u>David va al colegio</u> (describe events including scenes, sequencing, emotions of characters, etc.)</li> <li>• Students will interview a classmate to determine which school supplies they have or do not have (paper or digital)</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Promethean Flipcharts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Completion of paper or digital worksheets</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ presta atención</li> <li>○ no masques chicle</li> <li>○ levanta la mano</li> <li>○ baja la mano</li> <li>○ siéntate</li> <li>○ levántate</li> <li>○ espera tu turno</li> <li>○ silencio</li> <li>○ ¿Puedo ir al baño?</li> <li>○ ¿Otra vez?</li> </ul>			<ul style="list-style-type: none"> <li>● Youtube</li> <li>● Rockalingua</li> <li>● Storyboard (optional)</li> <li>● Screencastify</li> <li>● Google apps</li> </ul>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. School supply manipulatives/realia</li> <li>6. <u>David va al Colegio</u>, by David Shannon</li> <li>7. Minibook paper template</li> <li>8. Storyboard</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

**Unit Title:** La comida**Targeted Standards:**

- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.
- 7.1.NM.C.2** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.5.A.3** Use a graphic organizer to organize information about a problem or issue.

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to:

1. Identify foods and describe which category they belong to.
2. Exchange information with peers about a range of opinions regarding food.
3. Imitate common restaurant exchanges.

**Essential Questions:**

In the target language

1. Can I identify foods in written and/or oral contexts?
2. Can I exchange information with peers regarding food preferences?
3. Can I use memorized phrases and learned vocabulary to imitate a restaurant situation?

**Unit Assessment:**

- **Interpretive Mode:**
  - Students will complete worksheets throughout unit to be completed to be placed into spanish notebook or digital portfolio.
  - Students will organize foods onto a “my plate” template to show knowledge of vocabulary as well as real life application of which category foods belong to. (paper or digital)
- **Presentational Mode:** Students will personalize a menu using food vocabulary and create a skit (guided writing) using restaurant phrases to be presented in the form of scripted conversation.
- **Interpersonal Mode:** Students will interview one another to exchange information about what their peers like and dislike using a scale of options to express opinion.

	Core Content Objectives		Instructional Actions	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/	<b>Assessment Check Points</b>



			Interdisciplinary Connections	
<ul style="list-style-type: none"> <li>● Food categories                             <ul style="list-style-type: none"> <li>○ plato</li> <li>○ granos</li> <li>○ proteína</li> <li>○ vegetales</li> <li>○ frutas</li> <li>○ lacteos</li> <li>○ aceite y azúcar</li> </ul> </li> <li>● Preferences                             <ul style="list-style-type: none"> <li>○ me gusta</li> <li>○ me gusta mucho</li> <li>○ me gusta muchísimo</li> <li>○ no me gusta</li> <li>○ no me gusta para nada</li> </ul> </li> <li>● Foods** <i>Compile a list of foods with students that is relevant/student driven to implement into unit lessons</i></li> <li>● Restaurant                             <ul style="list-style-type: none"> <li>○ por favor</li> <li>○ gracias</li> <li>○ de nada</li> <li>○ me gustaría</li> <li>○ mesero(a)</li> <li>○ cliente</li> <li>○ restaurante</li> <li>○ desayuno</li> <li>○ almuerzo</li> <li>○ cena</li> <li>○ postre</li> <li>○ ¿Qué quieren para tomar/beber?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Food Categories</li> <li>● Preferences</li> <li>● Foods</li> <li>● Restaurant exchanges</li> </ul>	<ul style="list-style-type: none"> <li>● Organize foods by categories they relate to on the national “my plate” model issued by the U.S. government to promote knowledgeable eating practices.</li> <li>● Describe preferences for foods using a scale of options to express opinion.</li> <li>● Identify foods found in written and oral text.</li> <li>● Interpret and accurately apply memorized questions and phrases related to food and restaurant situations.</li> </ul>	<ul style="list-style-type: none"> <li>● TPR</li> <li>● Magic Box</li> <li>● Songs</li> <li>● Notebook worksheets or digital copies</li> <li>● Games to reinforce vocabulary</li> <li>● Peer conversation; turn and talk, think-pair-share, scripted and spontaneous use of learned grammar models and vocabulary</li> <li>● Natural approach questions: yes/no, either/or, open ended</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean Flipcharts</li> <li>● Youtube</li> <li>● Rockalingua</li> <li>● Screencastify</li> <li>● Google apps</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Completion of paper or digital worksheets</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ Quiero ____</li> <li>○ ¿Algo más?</li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Plastic food manipulatives</li> <li>6. “Mi plato” template</li> <li>7. Restaurant skit template</li> <li>8. Menu project template</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

## Fourth Grade

### Unit Title: Las frutas

#### Targeted Standards:

**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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**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 studied in other content areas.

**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.

**8.1.P.A.1** Use an input device to select an item and navigate the screen

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)\*

**8.1.5.A.2** Format a document using word processing application to enhance text and include graphics, symbols, and/or pictures\*

**8.1.5.A.3** Use a graphic organizer to organize information about problem or issue\*

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources\*

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

***\*If digital options for activities or assessments are selected***

#### Unit Objectives/Conceptual Understandings:

In the target language, learners will be able to

1. Identify and describe fruit vocabulary
2. Ask and answer questions about fruits
3. Express likes and dislikes

#### Essential Questions:

In the target language

1. Can I ask and answer simple questions related to fruits using memorized phrases?
2. Can I identify fruits animals?
3. Can I describe fruits?
4. Can I express likes and dislikes and fruit preferences?

#### Unit Assessment:

- **Interpretive mode:** Fruit smoothie project/worksheet to be completed at the end of unit.
- **Presentational mode:** Students will use lists, chunks of language, and memorized phrases to present a fruit smoothie recipe using Screencastify.
- **Interpersonal mode:** Students will engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to fruit

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Tropical Fruits               <ul style="list-style-type: none"> <li>○ la piña</li> <li>○ la manzana</li> <li>○ la naranja</li> <li>○ el plátano</li> <li>○ la pera</li> <li>○ la fresa</li> <li>○ el coco</li> <li>○ las cerezas</li> <li>○ la papaya</li> <li>○ las uvas</li> <li>○ las nueces</li> <li>○ el mango</li> <li>○ el aguacate</li> <li>○ las frambuesas</li> <li>○ el higo</li> <li>○ la sandía</li> <li>○ el limón</li> <li>○ la ciruela</li> </ul> </li> <li>• Descriptions               <ul style="list-style-type: none"> <li>○ ¿Cómo es..?</li> <li>○ Es de color...</li> <li>○ Es una fruta pequeña, mediana, grande</li> <li>○ Es suave, áspero</li> <li>○ Es dulce, agrio/ácido</li> <li>○ ¿Cuál es tu fruta favorita?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tropical fruits</li> <li>• Opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tropical fruits.</li> <li>• Recognize tropical fruits as found in culturally authentic video/audio/written, texts.</li> <li>• Describe tropical fruits.</li> <li>• Ask and answer simple questions related to tropical fruits using memorized phrases.</li> <li>• State likes, dislikes, and preferences related to tropical fruits.</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic box</li> <li>• Games</li> <li>• Notebook Worksheet Activities (or Digital Copies)</li> <li>• Fruit Smoothie Project</li> <li>Technology               <ul style="list-style-type: none"> <li>• Promethean board</li> <li>• YouTube</li> <li>• Rockalingua</li> <li>• Chromebook</li> <li>• Google Apps</li> <li>• Screencastify</li> <li>• Kahoot</li> <li>• Quizlet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ Mi fruta favorita es...</li> <li>○ me gusta</li> <li>○ me gusta mucho</li> <li>○ me gusta muchísimo</li> <li>○ no me gusta</li> <li>○ no me gusta para nada</li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Personal website: review games and activities</li> <li>3. Songs/Videos (YouTube and Rockalingua)</li> <li>4. Plastic or real fruits</li> <li>5. Fruits description chart</li> <li>6. Notebook handouts (or digital copies)</li> <li>7. Rockalingua frutas song: <a href="https://www.rockalingua.com/videos/fruits">https://www.rockalingua.com/videos/fruits</a></li> <li>8. Rockalingua handouts &amp; flashcards</li> <li>9. Fruit smoothie handout</li> <li>10. Screencastify</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	

**Unit Title:** Puerto Rico & Carnaval**Targeted Standards:**

- 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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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 studied in other content areas.
- 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.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 8.1.P.A.1** Use an input device to select an item and navigate the screen
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
- 8.1.5.A.2** Format a document using word processing application to enhance text and include graphics, symbols, and/or pictures
- 8.1.5.A.3** Use a graphic organizer to organize information about problem or issue
- 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources
- 8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

1. Recognize cultural products and practices associated with Puerto Rico.
2. Demonstrate an understanding of the geography and cultural practices of Puerto Rico including cultural celebrations such as Carnaval.

**Essential Questions:**

In the target language

1. Can I describe the location of Puerto Rico and its cultural products and practices?
2. Can I recognize similarities and differences between the culture of Puerto Rico and my own?
3. Can I describe cultural practices during the celebration of Carnaval in Puerto Rico?

**Unit Assessment:**

- **Interpretive mode:**

- Students will interpret authentic written and/or video/audio texts related to Puerto Rico, its cultural products and practices. Students will locate and identify Puerto Rico, its capital, rainforest, islands, beaches, and bodies of water on a map of the island.
- Students will complete a guided notes worksheet to be used with Puerto Rico and Carnaval Prezi identifying information on Puerto Rico, its geography, foods, and cultural practices.

- **Interpersonal mode:** Students will engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to Puerto Rico, its geography, typical foods, and cultural practices.
- **Presentational mode:**
  - Students will use lists, chunks of language, and memorized phrases to create a travel brochure (digital is optional) enticing travelers to visit the island of Puerto Rico.
  - Students will use lists, chunks of language, and memorized phrases to create and describe a digital vejigante mask that is used during Carnaval.

Essential Vocabulary	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>● Puerto Rico                             <ul style="list-style-type: none"> <li>○ Puntos Cardinales: norte, sur, este, oeste</li> <li>○ Capital: San Juan</li> <li>○ Islas: Mona, Vieques, Culebra</li> <li>○ Playas: Dorado, Luquillo, Parguera, Bahía Mosquito</li> <li>○ Cuerpos de Agua: Océano Atlántico, Mar Caribe</li> <li>○ ¿Dónde está...? Está al... norte, sur, este, oeste.</li> </ul> </li> <li>● El Carnaval                             <ul style="list-style-type: none"> <li>○ la máscara</li> <li>○ el disfraz</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The Island of Puerto Rico</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the location of Puerto Rico, its capital, rainforest, islands, beaches, and bodies of water using cardinal directions.</li> <li>● Ask and answer simple questions related to Puerto Rico, its capital, cities, rainforest, islands, beaches, and bodies of water using memorized phrases.</li> <li>● Compare and contrast the flags of the USA and Puerto Rico.</li> <li>● Identify common</li> </ul>	<ul style="list-style-type: none"> <li>● View video of Puerto Rico</li> <li>● Puerto Rico Prezi presentation with guided notes</li> <li>● Carnaval Prezi presentation with guided notes</li> <li>● Use large map or Promethean flipchart, students will locate and identify Puerto Rico, its capital, rainforest, islands, beaches, and bodies of water</li> <li>● Students color and label a map of Puerto Rico</li> <li>● Students complete a Venn Diagram comparing and contrasting the U.S. and Puerto Rico flags</li> <li>● Students create and describe a vejigante mask (digital optional)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>○ el vejigante</li> <li>○ los cuernos</li> <li>○ la vejiga</li> <li>○ los dientes</li> <li>○ la lengua</li> <li>○ los ojos</li> <li>○ el pico</li> </ul> <ul style="list-style-type: none"> <li>● Especial de PR             <ul style="list-style-type: none"> <li>○ el coquí</li> <li>○ Ponce</li> <li>○ El Yunque</li> </ul> </li> <li>● La bandera             <ul style="list-style-type: none"> <li>○ las franjas</li> <li>○ el triángulo</li> <li>○ el rectángulo</li> <li>○ la estrella</li> <li>○ el cuadrado</li> </ul> </li> <li>● Comidas de PR*             <ul style="list-style-type: none"> <li>○ el arroz con gandules</li> <li>○ el lechón</li> <li>○ el asado</li> <li>○ el pernil</li> <li>○ los tostones</li> <li>○ el mofongo</li> <li>○ los pasteles</li> <li>○ las empanadas</li> <li>○ el flan</li> </ul> </li> </ul> <p>*Optional</p>	<ul style="list-style-type: none"> <li>● Carnaval</li> </ul>	<p>practices &amp; activities of Carnaval</p>	<ul style="list-style-type: none"> <li>● Students participate in carnaval parade (parade can be school-wide or in classroom. Students can wear their vejigante masks and parade around the school or in their classroom).</li> <li>● Students create a travel brochure of Puerto Rico using Google doc template.</li> <li>● Games</li> <li>● Read story, <u>El vejigante enmascarado</u> (optional)</li> <li>● Read story, <u>El día de Miranda para bailar</u> (optional)</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean board</li> <li>● YouTube</li> <li>● Rockalingua</li> <li>● Chromebook</li> <li>● Google Apps</li> <li>● Screencastify</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Personal website: review games and activities</li> <li>4. Handouts: Puerto Rico map, Puerto Rico graphic organizer, Puerto Rico Prezi guided notes, Carnaval Prezi guided notes, Rockalingua worksheets, Puerto Rico flag Venn Diagram, Miranda story organizer (optional)</li> <li>5. Personal website: review games and activities</li> <li>6. Book: <u>El día de Miranda para bailar</u> (optional)</li> <li>7. Book: <u>El vejigante enmascarado</u> (optional)</li> <li>8. Puerto Rico DVD</li> </ol>		<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>		



9. Puerto Rico Travel Brochure Template - located in 4th grade resources in shared drive (Google doc)
10. Puerto Rico Prezi [https://prezi.com/sdud9ijt27ub/una-visita-a-puerto-rico/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/sdud9ijt27ub/una-visita-a-puerto-rico/?utm_campaign=share&utm_medium=copy)
11. Carnaval Prezi [https://prezi.com/eikxw8n46nw8/carnaval-en-puerto-rico/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/eikxw8n46nw8/carnaval-en-puerto-rico/?utm_campaign=share&utm_medium=copy)
12. Guided notes to follow each Prezi are located in 4th grade resources in shared drive

**Unit Title:** Los animales**Targeted Standards:**

**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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**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 studied in other content areas.

**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.

**8.1.P.A.1** Use an input device to select an item and navigate the screen

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)\*

**8.1.5.A.2** Format a document using word processing application to enhance text and include graphics, symbols, and/or pictures\*

**8.1.5.A.3** Use a graphic organizer to organize information about problem or issue\*

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources\*

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

***\*If digital options for activities or assessments are selected***

**Unit Objectives/Conceptual Understandings:**

In the target language, learners will be able to

1. Identify and describe animals
2. Ask and answer questions about animals

**Essential Questions:**

In the target language

1. Can I ask and answer simple questions related to rainforest animals using memorized phrases?
2. Can I identify rainforest animals?
3. Can I describe rainforest animals?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets throughout unit that will be completed to be placed in Spanish notebook or digital portfolio.
- **Interpersonal mode:** Students will engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to animals.
- **Presentational Mode:** Students will use lists, chunks of language, and memorized phrases to create a morph animal project.

	Core Content Objectives	Instructional Actions
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<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<ul style="list-style-type: none"> <li>• Rainforest animals               <ul style="list-style-type: none"> <li>○ el mono</li> <li>○ la serpiente</li> <li>○ el ratón</li> <li>○ la rana</li> <li>○ el colibrí</li> <li>○ la mariposa</li> <li>○ el tucán</li> <li>○ el perezoso</li> <li>○ la hormiga</li> <li>○ la vicuña</li> <li>○ la iguana</li> <li>○ la cotorra</li> </ul> </li> <li>• Descriptions ¿Qué hace/cómo es el animal?               <ul style="list-style-type: none"> <li>○ vuela</li> <li>○ camina</li> <li>○ corre</li> <li>○ salta</li> <li>○ nada</li> <li>○ se desliza</li> <li>○ es rápido</li> <li>○ es lento</li> <li>○ es pequeño</li> <li>○ es mediano</li> <li>○ es grande</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest animals</li> <li>• Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rainforest animals</li> <li>• Recognize rainforest animals as found in culturally authentic video/audio/written texts</li> <li>• Describe rainforest animals</li> <li>• Ask and answer simple questions related to rainforest animals using memorized phrases</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Magic Box</li> <li>• Rainforest animals</li> <li>• Games</li> <li>• Notebook Worksheets (or digital copies)</li> <li>• Animal Morph project</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Promethean board</li> <li>• YouTube</li> <li>• Rockalingua</li> <li>• Chromebook</li> <li>• Google Apps</li> <li>• Screencastify</li> <li>• Kahoot</li> <li>• Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Personal website: review games and activities</li> <li>4. Rainforest animals manipulatives</li> <li>5. Animals description chart</li> <li>6. Notebook handouts (or digital copies)</li> <li>7. Animal Morph Project handouts</li> </ol>			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> <li>• Varied questioning techniques</li> <li>• Student Choice</li> <li>• Modified notebook worksheets (or digital copies)</li> <li>• Small group instruction</li> <li>• Offering Visual Aids</li> <li>• Modeling</li> </ul>	

## Fifth Grade

**Unit Title:** Día de los muertos/la familia

### Targeted Standards:

**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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**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.

**7.1.NM.C.2** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s),

**8.1.P.A.1** Use an input device to select an item and navigate the screen

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

**8.1.5.A.2** Format a document using word processing application to enhance text and include graphics, symbols, and/or pictures

**8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

### Unit Objectives/Conceptual Understandings:

In the target language, learners will be able to

1. Recognize cultural products and practices associated with México related to celebrations in the target culture(s).
2. Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places, and things related to cultural celebrations.
3. Ask and respond to simple questions related to celebrations in the home and target culture(s).
4. Identify/describe an *ofrenda*
5. Create a digital *ofrenda*
6. Recognize names of family members as found in culturally authentic video/audio/written texts
7. Ask and answer simple questions related to family members using memorized phrases
8. Describe family members

### Essential Questions:

In the target language

1. Can I describe México and its cultural practices and celebrations?
2. Can I recognize similarities and differences between celebrations in the target culture and my own?
3. Can I ask and answer questions about family members related to celebrations?

### Unit Assessment:

**Interpretive Mode:** Students will interpret authentic written and/or video/audio texts related to México, its cultural products, practices, and celebrations.

**Presentational Mode:** Students will use lists, chunks of language, and memorized phrases to create a digital *ofrenda* using website on their Chromebooks.

**Interpersonal Mode:** Students will engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to México, its products, cultural practices, and celebrations in the home and target culture(s).

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>● Día de los Muertos               <ul style="list-style-type: none"> <li>○ 1-2 noviembre</li> <li>○ las calaveras</li> <li>○ las calaveritas</li> <li>○ las flores</li> <li>○ el pan de muerto</li> <li>○ el mole</li> <li>○ la foto</li> <li>○ el altar</li> <li>○ la ofrenda</li> <li>○ las velas</li> <li>○ el papel picado</li> <li>○ el esqueleto</li> <li>○ la comida</li> <li>○ el cementerio</li> </ul> </li> <li>● Familia               <ul style="list-style-type: none"> <li>○ la mamá</li> <li>○ el papá</li> <li>○ el hermano</li> <li>○ la hermana</li> <li>○ el bebé/la bebé</li> <li>○ el abuelo</li> <li>○ la abuela</li> <li>○ la mascota</li> </ul> </li> <li>● ¿Cómo se llama tu...?</li> <li>● Mi _____ se llama ...</li> </ul>	<ul style="list-style-type: none"> <li>● México</li> <li>● El Día de los muertos</li> <li>● Family members</li> </ul>	<ul style="list-style-type: none"> <li>● Identify/describe an <i>ofrenda</i></li> <li>● Create a digital <i>ofrenda</i></li> <li>● Recognize names of family members as found in culturally authentic video/audio/written texts</li> <li>● Ask and answer simple questions related to family members using memorized phrases</li> <li>● Describe family members</li> </ul>	<ul style="list-style-type: none"> <li>● Use family puppet/magic box to introduce family members</li> <li>● Play games to practice vocabulary *For games and descriptions, please see Introductory Unit</li> <li>● View Day of the Dead video</li> <li>● Students complete handout identifying symbols of the Day of the Dead</li> <li>● Rockalingua handouts and flashcards</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Digital <i>altar/ofrenda</i> <a href="http://latino.si.edu/dayofthedead">http://latino.si.edu/dayofthedead</a></li> <li>● Chromebooks</li> <li>● Google apps</li> <li>● Rockalingua</li> <li>● Promethean Board</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>● Natural approach questions: yes/no, either/or, open ended</li> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Completion of paper or digital worksheets</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>

<ul style="list-style-type: none"> <li>• ¿Tienes hermanos?</li> <li>• Si/no tengo _____</li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Personal website: review games and activities</li> <li>3. Songs/Videos (YouTube and Rockalingua)</li> <li>4. Day of the Dead DVD</li> <li>5. Teacher created handouts</li> <li>6. Rockalingua DDLM song: <a href="https://www.rockalingua.com/videos/day-dead">https://www.rockalingua.com/videos/day-dead</a></li> <li>7. Rockalingua flashcards and handouts</li> <li>8. Create your own <i>altar/ofrenda</i> <a href="http://latino.si.edu/dayofthedead">http://latino.si.edu/dayofthedead</a></li> <li>9. Family puppets or figures</li> <li>10. Rockalingua familia song: <a href="https://www.rockalingua.com/videos/family-members">https://www.rockalingua.com/videos/family-members</a></li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• Varied questioning techniques</li> <li>• Student Choice</li> <li>• Modified notebook worksheets (or digital copies)</li> <li>• Small group instruction</li> <li>• Offering Visual Aids</li> <li>• Modeling</li> </ul>	

**Unit Title:** Las Posadas**Targeted Standards:**

- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.B.5** Exchange information using words, phrases, and short sentences practiced in class on familiar topics or studied in other content areas.
- 7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to

1. Ask and respond to simple questions about celebrations in the home and target cultures.
2. Skim and scan audio/video/written text from electronic and other sources to identify people, places, and things related to cultural celebrations.

**Essential Questions:**

In the target language

1. Can I communicate basic information about a celebration?
2. Can I compare latin celebrations with celebrations in the U.S.?

**Unit Assessment:**

- **Interpretive Mode:** Guided notes page to accompany Las Posadas video.
- **Interpersonal Mode:** Ask and answer questions about classmates' favorite part of Las Posadas.
- **Presentational Mode:** Slides presentation of Who, What, When, Where about their favorite part of Las Posadas.

	Core Content Objectives		Instructional Actions	
Essential Vocabulary	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Celebrations               <ul style="list-style-type: none"> <li>○ la nochebuena</li> <li>○ las posadas</li> <li>○ la navidad</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The different celebrations that make up</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different holidays that make up the Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• View Las Posadas DVD</li> <li>• Guided notes page to accompany DVD</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> </ul>

<ul style="list-style-type: none"> <li>○ el dia de los santos inocentes</li> <li>○ el dia de los reyes</li> <li>○ la candelaria</li> </ul>	<p>Christmas in Mexico</p> <ul style="list-style-type: none"> <li>● Date in the correct order</li> </ul>	<p>season in Mexico.</p> <ul style="list-style-type: none"> <li>● State their preference for which holiday they would like to celebrate.</li> <li>● Express the dates of the different holidays.</li> <li>● Answer who, what, when, where questions about a particular celebration</li> </ul>	<ul style="list-style-type: none"> <li>● Venn Diagram - compare and contrast Christmas in Mexico and United States</li> <li>● Survey or Concentric Circles - which holiday do you like</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean Board</li> <li>● Chromebooks</li> <li>● Google apps</li> <li>● Google slides</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Completion of paper or digital worksheets</li> <li>● Google Slides Presentation - who, what, when, where about a celebration</li> </ul>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Las Posadas DVD</li> <li>6. Guided Notes Graphic Organizer for DVD</li> <li>7. Worksheets for notebooks</li> <li>8. Template for Google Slides Presentation</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	



**Unit Title:** Países de habla hispana**Targeted Standards:**

**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.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**\*8.1.5.A.2** Format a document using word processing application to enhance text and include graphics, symbols, and/or pictures

**\*8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

**\*8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

***\*If digital options for assessments selected***

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to

1. Identify Spanish speaking countries.
2. Answer questions about and describe a Spanish speaking country.

**Essential Questions:**

In the target language

1. Can I identify which countries around the world speak Spanish?

**Unit Assessment:**

**Interpretive Mode:** Students will complete worksheets throughout unit to be completed to be placed into Spanish notebook or digital portfolio.

**Presentational Mode:** Students will complete a research project based on a Spanish speaking country in the target language, to be presented either in person or digitally.

**Interpersonal Mode:** Students will exchange information with peers about which country they have interest in visiting using learned phrases and vocabulary.

	Core Content Objectives		Instructional Actions	
<b>Essential Vocabulary</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/	<b>Assessment Check Points</b>

<ul style="list-style-type: none"> <li>• Spanish speaking countries             <ul style="list-style-type: none"> <li>○ México</li> <li>○ Guatemala</li> <li>○ Honduras</li> <li>○ El Salvador</li> <li>○ Nicaragua</li> <li>○ Costa Rica</li> <li>○ Panamá</li> <li>○ Cuba</li> <li>○ República Dominicana</li> <li>○ Puerto Rico</li> <li>○ Venezuela</li> <li>○ Colombia</li> <li>○ Ecuador</li> <li>○ Perú</li> <li>○ Chile</li> <li>○ Bolivia</li> <li>○ Argentina</li> <li>○ Uruguay</li> <li>○ Paraguay</li> <li>○ España</li> <li>○ Guinea Ecuatorial</li> </ul> </li> <li>• ¿Dónde quieres visitar?</li> <li>• Quiero visitar a _____.</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish speaking countries around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which countries speak Spanish by name as well as visually</li> <li>• Identify continents</li> <li>• Describe details about a Spanish speaking country</li> <li>• Express which country they would like to visit</li> <li>• Ask others what country they would like to visit</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Songs</li> <li>• Notebook worksheets or digital copies</li> <li>• Games to reinforce vocabulary</li> <li>• Peer conversation; turn and talk, think-pair-share, scripted and spontaneous use of learned grammar models and vocabulary</li> <li>• Students will do research about a Spanish speaking country and organize information into a brochure to be presented in the TL (paper or digital)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Promethean Flipcharts</li> <li>• Chromebooks</li> <li>• Google apps</li> <li>• Youtube</li> <li>• Rockalingua</li> <li>• Screencastify</li> <li>• Kahoot</li> <li>• Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>• Natural approach questions: yes/no, either/or, open ended</li> <li>• Teacher Observation</li> <li>• TPR responses</li> <li>• Recall and verbalize target vocabulary</li> <li>• Respond with learned vocabulary and short chunks</li> <li>• Participation in class activities</li> <li>• Completion of paper or digital worksheets</li> <li>• Interpretive assessment</li> <li>• Interpersonal Assessment</li> <li>• Summative Assessment</li> </ul>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Maps</li> <li>6. Research project template</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• Varied questioning techniques</li> <li>• Student Choice</li> <li>• Modified notebook worksheets (or digital copies)</li> <li>• Small group instruction</li> <li>• Offering Visual Aids</li> <li>• Modeling</li> </ul>	

**Unit Title:** Todo sobre mi**Targeted Standards:**

**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.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

**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.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 studied in other content areas.

**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.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.

**8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

**\*8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

***\*If digital options for assessments selected***

**Unit Objectives/Conceptual Understandings:**

In the target language learners will be able to

1. Describe themselves and others.
2. Interpret information about people from pictures, video, audio or written form.
3. Identify activities and activity preferences in oral and written form.
4. State, share and ask others about their activity preferences.
5. Apply what has been learned in Spanish thus far to present information about themselves.

**Essential Questions:**

In the target language

1. Can I describe myself and others?
2. Can I interpret information about people from pictures, video, audio or written text?
3. Can I identify activities and activity preferences in oral and written form?
4. Can I state, share and ask others about their activity preferences?
5. Can I apply what I have learned to present information about myself?

**Unit Assessment:**

- **Interpretive Mode:** Worksheets to be completed throughout the unit to be placed in Spanish notebooks or digital portfolio.

- **Interpersonal Mode:** Students will complete personality and pastime surveys where they will ask their classmates their preferences.
- **Presentational Mode:** Todo sobre mi Yearbook Page or Vlog

Essential Vocabulary	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>● Basic Personal Information                             <ul style="list-style-type: none"> <li>○ ¿Cómo te llamas?, Me llamo_____</li> <li>○ Months of the Year</li> <li>○ Numbers 1-31</li> <li>○ ¿Cuándo es tu cumpleaños?, Mi cumpleaños es el ____ de _____</li> <li>○ ¿Cuántos años tienes?, Tengo _____ años.</li> </ul> </li> <li>● Descriptions                             <ul style="list-style-type: none"> <li>○ Nationality y (depende</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Nationality</li> <li>● Basic Personal Information Review</li> <li>● Physical Descriptions</li> <li>● Personality</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and express their own nationality</li> <li>● Ask and answer what is your name.</li> <li>● Count from 1 - 31.</li> <li>● State birthday in correct order.</li> <li>● Ask and answer how old are you?</li> <li>● Describe self and others using oral or written text.</li> <li>● Ask memorized questions related to physical characteristics and personality.</li> <li>● Answer simple questions related to physical characteristics and personality qualities.</li> </ul>	<ul style="list-style-type: none"> <li>● TPR</li> <li>● Magic Box</li> <li>● Notebook worksheets or digital copies</li> <li>● Turn and talk to practice questions about name, birthday, age</li> <li>● Throw ball or Hot Potato (sing cumpleaños feliz) and say birthday</li> <li>● Interview a classmate</li> <li>● Kahoot</li> <li>● Match a description read by teacher to the correct picture</li> <li>● Describe physical and personality traits of people in pictures</li> <li>● Survey activity - Cómo eres</li> <li>● I walk the line - students walk to three different spots in the room depending on if they like, dislike,</li> </ul>	<ul style="list-style-type: none"> <li>● Natural approach questions: yes/no, either/or, open ended</li> <li>● Teacher Observation</li> <li>● TPR responses</li> <li>● Recall and verbalize target vocabulary</li> <li>● Respond with learned vocabulary and short chunks</li> <li>● Participation in class activities</li> <li>● Interpretive assessment</li> <li>● Interpersonal Assessment</li> <li>● Summative Assessment</li> </ul>

<p>nt on student)</p> <ul style="list-style-type: none"> <li>○ guapo(a)</li> <li>○ alto/bajo (a)</li> <li>○ tengo pelo: rubio, castaño, moreno, pelirrojo, largo, corto</li> <li>○ Tengo ojos</li> </ul> <hr/> <ul style="list-style-type: none"> <li>○ cómico</li> <li>○ serio (a),</li> <li>○ Inteligente,</li> <li>○ artístico(a),</li> <li>○ atlético(a),</li> <li>○ creativo(a),</li> <li>○ fuerte,</li> <li>○ honesto(a),</li> <li>○ responsable,</li> <li>○ educado(a)</li> <li>○ ¿Cómo eres?, Soy...</li> </ul> <ul style="list-style-type: none"> <li>● Activities and Pastimes             <ul style="list-style-type: none"> <li>○ Jugar béisbol</li> <li>○ jugar fútbol,</li> <li>○ jugar baloncesto</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Activities and Pastimes</li> <li>● Opinions</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize descriptions of people.</li> <li>● Recognize and identify activities and pastimes</li> <li>● Identify and apply different ways to express their opinions</li> </ul>	<p>or kind of like the activity pictures</p> <ul style="list-style-type: none"> <li>● Concentric circles or survey activity about opinions</li> <li>● Interpretive reading activity</li> <li>● Games to reinforce vocabulary</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>● Promethean Board</li> <li>● Youtube</li> <li>● Chromebook</li> <li>● Google apps</li> <li>● Flipgrid (or other recording app i.e. screencastify)</li> <li>● Rockalingua</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	
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<ul style="list-style-type: none"> <li>○ jugar videojuegos,</li> <li>○ jugar juegos de la mesa</li> <li>○ montar en bicicleta</li> <li>○ ir al cine</li> <li>○ leer</li> <li>○ dibujar</li> <li>○ nadar</li> <li>○ cantar</li> <li>○ bailar</li> <li>○ correr</li> <li>○ hacer karate</li> <li>○ hacer gimnasia</li> <li>● Opinions             <ul style="list-style-type: none"> <li>○ ¿Cuál es tu _____ favorito?</li> <li>○ Mi _____ favorito es _____.</li> <li>○ ¿Qué te gusta hacer?</li> <li>○ ¿Te gusta _____?</li> <li>○ me gusta</li> <li>○ no me gusta</li> <li>○ me gusta más o menos</li> <li>○ me gusta mucho</li> </ul> </li> </ul>				
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<ul style="list-style-type: none"> <li>○ me gusta muchísimo</li> <li>○ Me gusta extremadamente</li> <li>○ me gusta un poco</li> <li>○ me gusta un poquito</li> <li>○ no me gusta para nada</li> </ul>				
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Notebooks</li> <li>2. Songs/Videos (YouTube and Rockalingua)</li> <li>3. Notebook Worksheets or Digital copies</li> <li>4. Personal website: review games and activities</li> <li>5. Magic Box</li> <li>6. Ball</li> <li>7. Manipulatives</li> <li>8. Survey Activities</li> <li>9. Hard or Digital Copy of Yearbook Activity</li> </ol>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>● Varied questioning techniques</li> <li>● Student Choice</li> <li>● Modified notebook worksheets (or digital copies)</li> <li>● Small group instruction</li> <li>● Offering Visual Aids</li> <li>● Modeling</li> </ul>	