Mendham Township School District
Curriculum
First Grade

Unit 1A: All About Me/ Greetings and Introductions

Stage 1: Desired Results

Level Benchmark:
Novice-mid K-4

Unit Goals:
- Expose students to the Spanish language
- Understand why it is important to learn a foreign language
- Learn how to use appropriate greetings and leave taking in Spanish

Essential Questions:
- Why is it important to learn another language?
- Why is learning how to greet others important?
- How do people from Spanish Speaking countries greet each other?

Skills/Knowledge:
Students will be able to:
- Greet someone using learned words and phrases
- Recognize and pronounce greeting words orally
- Demonstrate an understanding of the vocabulary
- Engage in an introductory dialogue
- Introduce themselves and ask someone their name

NJSLS 2020:
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.12
7.1.NM.IPRET.4: Students can explain what they heard, saw, or read in short, predictable, authentic Spanish materials.12
7.1.NM.PRSNT.1: Students can share basic personal information, interests, and activities using memorized words, phrases, and simple sentences on specific topics.13
7.1.NL.IPERS.5: Students can copy the gestures and intonation of native speakers when greeting, saying goodbye, and interacting daily.

Evidence of Learning

- Teacher observations
- Thumbs up/down
- Student participation
- Vocabulary pronunciation

- Role Play greetings and introductions
- Skits/dialogues
- Presentations

Teaching Points:

1. Whole class discussion about the importance of learning another language
2. Whole class introduction of the vocabulary associated with greetings/introduction
3. Introductory dialogue presentation
4. Repetition of words and phrases
5. Role-play an authentic greeting
6. Role-play an authentic introduction
7. Learn and sing ‘Buenos días, Buenas tardes, Buenas noches”
8. Play name chant game
9. Create learning cards/flashcards
10. Greetings and Introductions worksheets

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student-centered activities
- Readiness and ability

Assessments:

Formative:

- Observation of oral discourse
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Buenos Dias, Buenas noches, Buenas tardes booklet
- Dialogue slides presentation

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Buenas Noches Bebé
Say Hola to Spanish
Buenas Noches a Todos

Songs:
Buenos días, buenas tardes, buenas noches
Cómo te llamas tu?

Sing and Learn Spanish CD
Teach them Spanish Grade K
Complete Book of Starter Spanish

Websites:
www.abcteach.com
www.spanish4teachers.com
www.quia.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard

9.2.4.A.1

Integration of the Technology Standard

NJLS 8.1.2.A.4

Unit 1B: All About Me/ Numbers 1-20

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:
- Identify the numbers 1-20 in Spanish orally
- Count to twenty in Spanish
- Recognize and recite the number words in numerical order

Essential Questions:
- Why are numbers important?

Skills/Knowledge:
Students will be able to:
- Pronounce numbers 1-20 in Spanish
- Count to twenty using flashcards or manipulatives
- Tell how old they are in Spanish
- Count objects

NJSLS 2020:
7.1.NM.IPRET.3: Students can identify familiar people, places, and things in everyday life from simple spoken and written descriptions.7
7.1.NM.PRSNT.1: Students can share basic personal information, interests, and activities using memorized words, phrases, and simple sentences on specific topics.7
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits.7
7.1.NM.PRSNT.4: Students can copy or write words, phrases, or simple guided texts on familiar topics.7
7.1.NM.PRSNT.5: Students can present information from age-appropriate and culturally authentic materials orally or in writing.

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Count and color the Butterfly worksheet
- Whole class counting practice
- Counting mini book

Teaching Points:

1. TPR activities
2. Review numbers 1-10
3. Whole class introduction of numbers 10-20

4. Learn and sing the number song counting up from 1-20
5. Color and count butterfly worksheet
6. Counting practice using objects
7. Number Bingo
8. Create learning cards with vocabulary terms

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Think, pair, share

Assessments:

Formative:

- Observation of oral discourse
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Color by number activity
- Number ID/Que numero es? Identify the number words.
- Counting worksheet/Cuantos hay?

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple-choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Contemos del 1-20
Aprendemos Números
My First Spanish Number Book

Songs:
Los números del 1-20 by Canción infantil
Contar hasta 20
Counting Numbers/Rockalingua

Number Flashcards
Picture poster with numbers
Teach them Spanish Kindergarten
Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.rockalingua.com

Interdisciplinary Connections
Counting forward with numbers-Connection with Math
K.CC.B.4
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
9.2.4.A.1

Integration of the Technology Standard
NJSLS 8.1.2.A.4

Unit 2A: School Days/ Classroom Objects and School Supplies

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Identify classroom objects in Spanish
- Demonstrate an understanding of commands associated with classroom items
- Respond to simple questions using classroom object vocabulary
- Compare a classroom in the U.S. with one in Mexico

Essential Questions:

- What materials do I need for school?
- What is around the classroom?

Skills/Knowledge:
Students will be able to:

- Identify the classroom objects based on oral descriptions in Spanish
- Demonstrate understanding of commands associated with classroom items.
- Tell where the classroom items are located in the classroom.
- Name the items they carry inside their backpacks for school

NJSLS 2020:
7.1.NM.IPRET.1: Students can identify familiar spoken and written words, phrases, and simple sentences in real Spanish materials and resources related to classroom themes.9
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.9
7.1.NM.IPRET.3: Students can identify familiar people, places, and things in everyday life from simple spoken and written descriptions.9
7.1.NM.IPRET.4: Students can explain what they heard, saw, or read in short, predictable, authentic Spanish materials.9
7.1.NM.IPERS.4: Students can correctly respond to a few procedural instructions, directions, and commands in the classroom.9
7.1.NM.PRSNT.2: Students can state basic needs using words, phrases, and short, memorized sentences they practiced in class.9
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits.

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Pair work
- Que hay en mi Mochila? Activity /What's in my backpack?
- Q&A about the differences between schools in the U.S. vs Mexico
- Listening activity/ Circle the picture worksheet

Teaching Points

1. Review of classroom objects learned in Kindergarten
2. TPR/vocabulary introduction
3. Learn and sing the "Classroom object song"
4. Class discussion about the schools in Mexico
5. Label items in the classroom
6. Scavenger hunt with classroom objects
7. Count the objects and supplies in the classroom
8. Classroom object and supplies Bingo
9. Worksheets: Matching objects/supplies Draw and color your classroom and Match pictures with words
10. Find it! game/team activity
11. Play I spy/Veo, Veo

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student centered activities
- Readiness and ability

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork
  -diagrams
  -matching

-puzzles
-reading
-writing

Summative:

- Object identification: Label pictures and objects
- Classroom inventory sheet
- I Spy/ Yo Veo

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Mi Mochila
La Mochila de Lin
En la Escuela
Azulin va a la escuela

Songs:
Mi Mochila
Quiero Lápiz
Classroom objects flashcards
I Spy/Veo, Veo con mis ojos

Teach them Spanish Kindergarten
Websites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com

Interdisciplinary Connections

Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard

9.2.4.A.1

Integration of the Technology Standard

NJLS 8.1.2.A.4

Unit 2B: School Days/ Alphabet

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Recite the Spanish alphabet
- Demonstrate an understanding of the letters of the alphabet
- Identify the letter sounds of the alphabet
- Know the differences between the Spanish and English alphabet

Essential Questions:

- What is the difference between the Spanish and English alphabet?
- What do we use the alphabet for?

Skills/Knowledge:
Students will be able to:

- Identify the letter sounds of the alphabet
- Recite the Spanish alphabet in order
- Correctly pronounce the letters of the alphabet
- Differentiate between the Spanish and English alphabet

NJSLS 2020:
7.1.NM.IPRET.1: Students can identify common words and phrases in real Spanish materials related to the themes of the unit.13
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.13
7.1.NM.IPRET.4: Students can explain what they heard, saw, or read in short, predictable, authentic Spanish materials.13
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits.13
7.1.NM.PRSNT.4: Students can copy or write words, phrases, or simple guided texts on familiar topics.

Evidence of Learning

- Oral proficiency
- Teacher observation
- TPR responses
- Class participation
- Sing the alphabet song
- Listening practice

Teaching Points:

1. Whole class introduction with slideshow presentation
2. TPR vocabulary introduction
3. Introduce Alphabet song
4. Guess what letter it is? Listening activity
5. Think of a word! game
6. Alphabet soup game
7. Alphabet worksheet Color and match

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Letter sound assessment worksheet
- Recite the alphabet in Spanish

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Chica, Chica, Boom, Boom
El Alfabeto
Mi Primer Alfabecedario
Songs:
El Alfabeto Song by Calico Spanish
Alfabeto Espanol by Canciones Infantiles
Videos

Bob el Tren Alfabeto Aventura Websites www.enchantedlearning.com www.spanish4kids.om www.abcteach.com www.youtube.com
Interdisciplinary Connections Learning about Spanish Speaking Countries-Connection with Social Studies NJSLS 6.1.4.A.14
Integration of 21st Century Skills and Life and Career Standard 9.2.4.A.1
Integration of the Technology Standard NJLS 8.1.2.A.4

Unit 3A: Home Sweet Home/ My Family

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Understanding the basic pronunciation of basic vocabulary associated with the family in Spanish
- Identify the basic vocabulary associated with the family
- Talk about their own family using basic vocabulary terms learned

Essential Questions:

- What makes a family?
- Who is in your family?

Skills/Knowledge:
Students will be able to:

- Identify family members in Spanish
- Describe their family
- Compare cultural differences of families in other countries
- Respond to simple questions related to one's family in Spanish

NJSLS 2020:
7.1.NM.IPRET.1: Students can identify common words and phrases in real Spanish materials related to the themes of the unit.15
7.1.NM.IPRET.3: Students can identify familiar people, places, and things in everyday life from simple spoken and written descriptions.15
7.1.NM.IPERS.1: Students can ask and answer simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.15
7.1.NM.PRSNT.1: Students can share basic personal information, interests, and activities using memorized words, phrases, and simple sentences on specific topics.15
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits

Evidence of Learning

- Teacher observation
- Class participation
- Student pronunciation and response to questions
- Thumbs up/down
- Family picture with labels
- Family names color skill sheets
- Listening activity worksheet

Teaching Points:

1. TPR vocabulary introduction
2. Whole class discussion about family. How are they the same/different
3. Picture and word association
4. Introduce Mi Familia song
5. Practice of oral pronunciation of the vocabulary associated with the family.
6. Family vocabulary Bingo
7. Review previously learned words associated with the family

Assessments:

Formative:

- Teacher Observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Family Tree activity/Label with target vocabulary
- Picture sort “la Familia Grande”
- Family show and tell

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Mi Familia y Yo My Family and I
En Mi Familia
El Libro de Familia
Songs:
Mi Familia song
La familia by Rockalingua
Canción de la Familia by Canciones Infantiles
Websites:

www.enchantedlearning.com
ww.spanish4kids.om
www.abcteach.com
www.youtube.com
www.rockalingua.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

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Integration of the Technology Standard
NJLS 8.1.2.A.4

3B: Home Sweet Home/Community

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Name and identify the places in your community
- Compare your community with a Spanish speaking country

Essential Questions:

- What places are around your community?
- What makes a good community

Skills/Knowledge:
Students will be able to:

- Identify places in the community in Spanish
- Correctly pronounce vocabulary words
- Compare places in our culture and community with that of Spanish speaking country

NJSLS 2020:
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.18
7.1.NM.IPRET.3: Students can identify familiar people, places, and things in everyday life from simple spoken and written descriptions.18
7.1.NM.IPRET.4: Students can explain what they heard, saw, or read in short, predictable, authentic Spanish materials.18
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits.18
7.1.NM.PRSNT.4: Students can copy or write words, phrases, or simple guided texts on familiar topics.

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Sing Songs
- Class participation
- Game participation
- Matching worksheet

Teaching Points:

1. TPR introduction of vocabulary
2. Whole class discussion about the community and places in the community
3. SmartBoard vocabulary pictures/oral pronunciation practice
4. Flashcards with picture/vocabulary
5. Places to go worksheet color and copy
6. Our Town draw and label

7. Learn and sing the “En la comunidad?
8. Place word puzzle game/team activity
9. Our community mini-book

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Town map vocabulary identification worksheet
- Adonde vas? Where are you going activity (biblioteca, casa, museo, escuela)
- Community mini book

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Mi Comunidad
Azutin Visita a Mexico

Songs:
Donde esta en a la comunidad?
Aqui esta mi comunidad
Teach them Spanish First Grade
The Complete Book of Spanish

Websites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com
www.quia.com

Interdisciplinary Connections Learning about Spanish Speaking Countries-Connection with Social Studies NJSLS 6.1.4.A.14
Integration of 21st Century Skills and Life and Career Standard 9.2.4.A.1
Integration of the Technology Standard NJLS 8.1.2.A.4

4A: Food, Glorious Food

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Recognize and identify the food vocabulary in Spanish
- Discuss the different kinds of foods
- Compare with the foods of Spanish Speaking countries

Essential Questions:

- What kinds of foods are healthy?
- What do I enjoy eating?

Skills/Knowledge:
Students will be able to:

- Recite the vocabulary words in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- Match the correct picture by listening to the vocabulary terms
- Learn and sing a food song
- Create a snack plate.

NJSLS 2020:
7.1.NM.IPRET.1: Students can identify common words and phrases in real Spanish materials related to the themes of the unit.21
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.21
7.1.NM.IPRET.4: Students can explain what they heard, saw, or read in short, predictable, authentic Spanish materials.21
7.1.NM.IPERS.1: Students can ask and answer simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.21
7.1.NM.PRSNT.2: Students can state basic needs using words, phrases, and short, memorized sentences they practiced in class.21
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits.

Evidence of Learning

- Teacher observation
- Class participation
- Oral participation
- My meal worksheet
- Food practice Que es? What is it?
- Game Participation
- Food mini-book review

Teaching Points:

1. Introduce the vocabulary words to students using food props
2. Practice repeating and reciting vocabulary words
3. Introduce the food song
4. Classroom discussion about the different kinds of foods.
5. Review numbers 1-10
6. Count food items using number vocabulary and food vocabulary
7. Find the crayons activity
8. Who is wearing? Colors
9. Bean bag toss with colors

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Meal worksheet/Put foods into catagories
- Snack plate activity/Identify vocabulary words
- Share likes and dislikes/ Me gusta no me gusta

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities

List of Core and Supplemental Materials:

Books:
Los Alimentos de Maisy/Maisy's Food by Lucy Cousins
Papas el Martes/Potatoes on Tuesday by Good Year Books

Songs:
La Comida/Rockalingua
La Canción de frutas
Vamos a Comer
La mariposa, mariposita

Websites: www.songsforteaching.com www.abcteach.com www.youtube.com www.spanishkidsstuff.com
Interdisciplinary Connections Learning about Spanish Speaking Countries-Connection with Social Studies NJSLS 6.1.4.A.14
Integration of 21st Century Skills and Life and Career Standard 9.2.4.A.1
Integration of the Technology Standard NJLS 8.1.2.A.4

4B: Food, Glorious Food/ Colors

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Identify and recognize the basic colors in Spanish
- Describe the food vocabulary by color
- Describe food by shape and color
- Express their likes and dislikes of color and food

Essential Questions:

- What are the colors around me?
- How do I describe my surroundings using color?

Skills/Knowledge:
Students will be able to:

- Recite and identify the basic color vocabulary in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- State favorite color and food
- Point out the colors they see around the classroom
- Describe food by their color and shape
- Learn and sing the Colors song/ Los Colores

NJSLS 2020:
7.1.NM.IPRET.2: Students can follow spoken and written directions, commands, and requests about familiar and practiced topics.24
7.1.NM.IPRET.3: Students can identify familiar people, places, and things in everyday life from simple spoken and written descriptions.24
7.1.NM.PRSNT.1: Students can share basic personal information, interests, and activities using memorized words, phrases, and simple sentences on specific topics.24
7.1.NM.PRSNT.2: Students can state basic needs using words, phrases, and short, memorized sentences they practiced in class.24
7.1.NM.PRSNT.3: Students can imitate, recite, and/or act out simple poetry, rhymes, songs, and skits

Evidence of Learning

- Teacher observation
- Class participation
- Rainbow colors worksheet
- Color the Car worksheet
- Color Bingo
- Think, Pair, Share

Teaching Points:

1. TPR introduction of color vocabulary words
2. Introduce color song and video
3. Practice repeating and reciting color vocabulary
4. Que color es? Using food props
5. I spy game with colors. Veo,Veo
6. Find the crayons activity
7. Who is wearing? Colors
8. Bean bag toss with colors
9. La Oruga Muy Hambriente/ The Hungry Caterpillar
10. Around the room favorite color
11. Favorite color graph

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork

Summative:

- Fruit/color matching activity
- Fruit/color sorting worksheet
- Mundo de Pepita mini book

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess, and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student-centered activities

List of Core and Supplemental Materials:

Books:
La Oruga Muy Hambriente by Eric Carle
El Pez Arco Iris by Marcus Pfister
Los Colores by Barrons
Songs:
La fruta/Rockalingua
La Canción de frutas
Frutas a Comer
La mariposa, mariposita

Websites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

Interdisciplinary Connections
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World Langauge Pacing Guide

Name of Unit	Marking Period	Duration (weeks)	Assessments
Unit 1A Greetings and introductions	1	3-4	**Assessments**: *Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork -diagrams -matching -puzzles -reading -writing *Summative:* ● Buenos Dias, Buenas noches, Buenas tardes booklet ● Dialogue slides presentation
Unit 1B Numbers	1	5	**Assessments**: *Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork

			-diagrams -matching -puzzles -reading -writing *Summative:* ● Color by number activity ● Number ID/Que numero es? Identify the number words. ● Counting worksheet/Cuantos hay?
Unit 2A School Supplies	2	5	**Assessments**: *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork -diagrams -matching -puzzles -reading -writing *Summative:* ● Object identification: Label pictures and objects ● Classroom inventory sheet ● I Spy/ Yo Veo

Unit 2B Alphabet	2	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork -diagrams -matching -puzzles -reading -writing *Summative:* ● Letter sound assessment worksheet ● Recite the alphabet in Spanish
Unit 3A My Family	3	5	**Assessments:** *Formative:* ● Teacher Observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Family Tree activity/Label with target

			vocabulary ● Picture sort “la Familia Grande” ● Family show and tell
Unit 3B Community	3	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Town map vocabulary identification worksheet ● Adonde vas? Where are you going activity (biblioteca, casa, museo, escuela)
Unit 4A	4	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary

			● successful completion of classwork *Summative:* ● Meal worksheet/Put foods into catagories ● Snack plate activity/Identify vocabulary words ● Share likes and dislikes/ Me gusta no me gusta
4B Food/color	4	5	**Assessments:** *Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Fruit/color matching activity ● Fruit/color sorting worksheet ● Mundo de Pepita mini book