Mendham Township School District
Curriculum
Second Grade

Unit 1A: All About Me/La Cara - The Face

Stage 1: Desired Results

Level Benchmark:
Novice-mid K-5

Unit Goals:

- Describe the physical qualities and characteristics of the face
- Respond to simple questions associated with the face in Spanish. Where is your nose? Dónde esta?

Essential Questions:

- What is on your face?

Skills/Knowledge:
Students will be able to:

- Identify the parts of the face in Spanish
- Recognize and pronounce the vocabulary words associated with the face in Spanish
- Demonstrate an understanding of the vocabulary

NJSLS 2020:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

Evidence of Learning

- Teacher observations
- Thumbs up/down
- Student participation
- Vocabulary pronunciation
- Role Play
- Questions yes/no

Teaching Points:

1. TPR introduction of the vocabulary associated with the face
2. Repetition of words and phrases
3. Learn and sing songs
4. Cut out and paste a face activity
5. Learning cards with the vocabulary terms
6. “La cara” worksheet/draw the parts missing from the face
7. Play “Donde esta…?” Where is my….? Whole class activity
8. Cooperative learning activity with a partner.
9. Make a funny face picture with random parts of the face and label activity

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 activity
- Think,pair, share

Assessments:

Formative:

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

Summative:

- Character label/Matching with vocabulary
- Construct and identify “Sr Papa’s” face
- Simon Says “Simon dice”Face TPR activity

List of Core and Supplemental Materials:
Books:
Esta es mi Cara
Dónde esta mi nariz
Hooked on Spanish

Songs:
La cara by Toobys Canciones Infantiles
La Cara by A is for Amigos

Sing and Learn Spanish CD
Teach them Spanish Second Grade

Websites:
www.abcteach.com
www.spanish4teachers.com
www.spanishplaygorund.net
www.rockalingua.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/ El Cuerpo - The Body

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:

- Describe the physical qualities and characteristics of the body
- Respond to simple questions associated with the body in Spanish. Dónde esta?

Essential Questions:

- How do I describe my body?

Skills/Knowledge:
Students will be able to:

- Identify the parts of the body in Spanish
- Recognize and pronounce the vocabulary words associated with the body in Spanish
- Demonstrate an understanding of the vocabulary

NJSLS:
7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. (Following instructions related to body movement, like "Touch your head".
7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. (Using songs and chants related to body parts).

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. Connecting body parts to health and science topics

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Worksheet/Color and label the body parts
- Body parts project. Make a monster
- Self portrait
- Interactive word wall

Teaching Points:

1. TPR vocabulary introductions
2. Learn and sing song Cabeza, hombros, rodillas y pies.(Head, shoulders, knees and toes)
3. Learn the Body Chant
4. Make a monster and label body parts in Spanish
5. Body parts Bingo
6. Play Simon Says game with body parts
7. Learn “Asi me lavo las manos” song
8. Learning cards
9. Senor Cuerpo Body parts game
10. Senor Papa /Mrs Potato

Assessments:

Formative:

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

Summative:

- Worksheet/Color and label the body parts
- Body parts project. Make a monster
- Self portrait
- Interactive word wall game

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 activity

List of Core and Supplemental Materials:

Books:

Crezco y cambio

Songs:

Cabeza, Hombros, Rodillas y pies

Las partes del cuerpo by Rockalingua

Flashcards Body parts Picture poster Teach them Spanish Second Grade The Complete Book of Spanish Grades 1-3 em Spanish Second Grade Websites www.enchantedlearning.com www.abcteach.com www.quia.com www.spanish4teachers.com www.rockalingua.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 2A: School Days/ Numbers

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Identify the numbers 1-40 in Spanish orally
- Count to forty in Spanish
- Recognize and recite the number words in numerical order

Essential Questions:

- How do you count to 40 in Spanish?

Skills/Knowledge:
Students will be able to:

- Pronounce numbers 1-40 in Spanish
- Count to forty using flashcards or manipulatives
- Demonstrate an understanding of the vocabulary associated with numbers 1-40

NJSLS 2020:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed, and written.

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Whole class counting practice
- Counting mini book

Teaching Points

TPR activities
Review numbers 1-20
Whole class introduction of numbers 20-40
Learn and sing the number song counting up from 1-40
Learning cards
Counting practice using objects

Number Bingo
Number chant
Random number practice worksheet
Number word recognition illustration

Assessments:

Formative:

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

Summative:

- Random number practice worksheet
- Number word recognition illustration
- Counting using objects

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:
Aprendemos números

Youtube
Spanish counting 1-40
The numbers in Spanish 20-40
Songs
Spanish Rap song by Senor Ashby

Number Flashcards
Number poster

Teach them Spanish Second Grade
The Complete Book of Spanish Grades 1-3

Websites
www.enchantedlearning.com

www.abcteach.com www.quia.com www.spanish4teachers.com www.youtube.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

Unit 2B: School Days/ Seasons and Weather

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

- Describe the weather
- Tell what season it is in Spanish
- Demonstrate an understanding of the vocabulary associated with the weather and season
- Recognize and identify seasons and weather expressions

Essential Questions:

- How is the weather in each season?
- What are some of the differences between the seasons?

Skills/Knowledge:
Students will be able to:

- Recognize seasons and associate them with different weather conditions.
- Name activities they can do with certain weather conditions.
- Recognize and identify seasons and weather expressions

NJSLS 2020:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. ("Stand up if it's sunny," "Draw a picture of a rainy day").
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). (Gestures related to weather, like shivering for cold).
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. (Connecting weather to science topics).
7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

Evidence of Learning

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

Teaching Points:

1. Whole class introduction with powerpoint presentation
2. TPR vocabulary introduction
3. Introduce seasons vocabulary
4. Introduce weather vocabulary
5. Guess what season it is
6. Make a flipbook with vocabulary terms and picture
7. Learn and sing song (weather and seasons)

Assessments:

Formative:

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

Summative:

- Weather Wheel/One side will have the words used with "Está" and the other side the words used with "Hace."
- El Tiempo Book: Students will complete a book about the weather
- Vocabulary Interpretive: Toolboxes: Students will illustrate vocabulary about the weather, seasons

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

- Assign a partner for activities
- 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/Ability

List of Core and Supplemental Materials:
Books:
La Fiesta de Estaciones
Mi Primer Libro de Estaciones

Songs:
Seasons and Weather song by Basho and Friends
Las estaciones

Videos
Las Cuatros Estaciones
Las estaciones y el tiempo
Caillou la Temporada
Teach them Spanish Second Grade
The Complete Book of Spanish Grades 1-3

Websites
www.enchantedlearning.com
www.spanish4kids.com
www.rockaligua.com
www.youtube.com
www.calicospanish.com

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Unit 3A: Home Sweet Home/ Clothing

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Understanding the basic pronunciation of basic vocabulary associated with the clothing in Spanish
- Identify the basic vocabulary associated with the clothing
- Describe the clothing by color.
- Tell how many articles of clothing they have

Essential Questions:

- What clothes do you wear when the seasons change?
- What clothes do children wear in Spanish Speaking countries?

Skills/Knowledge:
Students will be able to:

- Identify articles of clothing in Spanish
- Describe their clothes by color and number
- Compare cultural differences of clothing worn in Spanish speaking countries
- Respond to simple questions related to one's clothing in Spanish

NJSLS:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

Evidence of Learning

- Teacher observation
- Class participation
- Student pronunciation and response to questions
- Thumbs up/down
- Clothing pictures and matching labels
- Clothing identification worksheets
- Listening activity worksheet

Teaching Points:

- TPR vocabulary introduction
- Picture and word association
- Practice of oral pronunciation of of the vocabulary associated with clothing.
- Clothing vocabulary Bingo
- Clothes closet activity
- Clothes closet worksheet
- Review of color vocabulary
- Colorful clothing activity
- Learn the Clothing chant song
- Play “Getting Dressed”game

Assessments:

Formative:

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

Summative:

- Clothes closet activity and worksheet
- Bears for each season: Students will illustrate the clothing and color listed on the bear for each season
- Four seasons worksheet/Identify the four seasons and the weather that is characteristic of each season

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:

La Ropa de Maisy/ Maisy’s Clothes

Froggy se Viste

Clothes/La ropa

Songs:
La ropa by Basho and Friends
Ooh La La La Ropa by Rockalingua
Que me Pongo? By HC Spanish

Videos
La ropa y las estaciones/The clothes and Seasons by Yolanda Borras
La Ropa by Learn Spanish with Rosita
La Ropa by A is for Amigos
Caillou Ropa Nueva

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

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3B: Home Sweet Home/Same, Different, and Size (adjectives)

Stage 1: Desired Results

Benchmark:
Novice-Mid K-5

Unit Goals:

- Describe clothing in Spanish
- Tell what they are wearing in Spanish
- Compare the clothes worn in the United States and Spanish Speaking Countries

Essential Questions:

- How do you describe the clothes you wear?
- How does clothing compare from culture to culture

Skills/Knowledge:
Students will be able to:

- Identify and describe different articles of clothing
- Compare and contrast fashion trends between their own and the Spanish culture
- Use Spanish to present a fashionable outfit to the class

NJSLS 2020:
7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. ("I like the big shirt," "The small hat is funny").
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ("I need a coat because it's cold").
7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). (Comparing clothing styles and their cultural significance).
7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. (Describing outfits).

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Class participation
- Game participation
- Matching worksheet
- Student participation
- Cooperative learning activities
- Presentation of outfit

Teaching Points:

1. TPR introduction of vocabulary/ adjectives used to describe clothing
2. SmartBoard vocabulary pictures/oral pronunciation practice
3. Flashcards with picture/vocabulary
4. Adjective worksheets/Match the pictures
5. My Favorite Outfit activity /draw, label and describe
6. Make a Fashion flipbook
7. Talk about the clothing people wear in Spanish Speaking Countries.
8. PowerPoint of authentic clothing in Spanish Speaking countries

Assessments:

Formative:

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

Summative:

- Adjective worksheets/Match the pictures
- My Favorite Outfit activity /draw, label and describe
- Make a Fashion flip book
- Talk about the clothing people wear in Spanish Speaking Countries.

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
- Think, pair, share
- Peer teaching

List of Core and Supplemental Materials:

Teach them Spanish Second Grade
The Complete Book of Spanish

Videos:
Adjectives in Spanish by Little Spanish Castle
Clothing in Spanish by Spanish Learning Lab
Clothes and color by Spanish Lessons Paco

Websites: www.spanishlearninglab.com www.youtube.com www.spanishkidsstuff.com www.quia.com
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4A: Food, Glorious Food/Fruits and Vegetables

Stage 1: Desired Results

Benchmark:
Novice-Mid K-4

Unit Goals:

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

Essential Questions:

- What do I enjoy eating?
- What does your family eat?

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
- Name at least 10 different fruits and vegetables
- Identify two produce items that are unique to some Spanish-speaking countries (yucca and guanábana)
- Describe the produce in terms of color and size
- Express preference for various fruits and vegetables

NJSLS 2020:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

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 fruits and vegetables song
4. Classroom discussion about the different kinds of fruits and vegetables in Spanish Speaking countries.
5. Flashcards (traditional or digital) to introduce
6. Bring in produce and have students label each item
7. Create a worksheet that allows them to count the fruit/vegetables
8. Use counting chips or mock pesos to count to 15
9. Popcorn questions (Students pop-up and answer me gusta when the teacher calls out a fruit/vegetable they like. You can tally answers and have them count the results.)

Assessments:

Formative:

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

Summative:

- Sort, Cut and Paste: SW sort pictures of foods according to the corresponding food groups and paste into the proper food group
- Food Plate: Students will illustrate on three different plates what they have for breakfast, lunch and dinner
- Illustration of “Mi fruta favorita es…” “Mi vegetal favorito es…?

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.digitaldialects.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

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NJLS 8.1.2.A.4

4B: Food, Glorious Food/ Likes and dislikes

Stage 1: Desired Results

Benchmark:
Novice-Mid Kindergarten

Unit Goals:
- Tell what foods you like or dislike in Spanish
- Ask someone what foods they like or dislike in Spanish
- Express your food preferences in Spanish

Essential Questions:
- How do I say I like or dislike something?
- Why is it important to share your likes and dislikes?

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
- Name at least 10 different fruits and vegetables
- Identify two produce items that are unique to some Spanish-speaking countries (yucca and guanábana)
- Describe the produce in terms of color and size
- Express preference for various fruits and vegetables

NJSLS 2020:

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects

Evidence of Learning

- Teacher observation
- Class participation
- Student participation
- Graph worksheet
- Collage project
- Think, Pair, Share

Teaching Points

- TPR introduction vocabulary words. Me gusta/No me gusta
- Review fruits and vegetables
- Practice repeating and reciting vocabulary

- Play “Que hay en mi bolsa”
- Class Q&A
- Mini book/ Que te gusta?
- Interview a classmate
- Learn and sing the song “No me gusta el queso”
- Most liked and least liked class graph
- Play “comida divertida”

Assessments:

Formative:

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

Summative:

- Mini book/ Que te gusta? Identify vocabulary
- Classmate interviews
- Favorite fruits and/or vegetables graph

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 Pato que Tiene Hambre
La Serpiente Hambrienta

Songs:
No me gusta el queso

Videos:
Me gusta, no me gusta by A is for Amigos
Te gusta el helado de brócoli by Super Simple Spanish

WEbsites:
www.songsforteaching.com
www.abcteach.com

www.youtube.com www.spanishkidsstuff.com
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World Langauge Pacing Guide

Name of Unit	Marking Period	Duration (weeks)	Assessments
Unit 1A Body Parts/Face	1	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Character label/Matching with vocabulary ● Construct and identify “Sr Papa’s” face ● Simon Says “Simon dice”Face TPR activity
Unit 1B The body/Cuerpo	1	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Worksheet/Color and label the body parts ● Body parts project. Make a monster ● Self portrait ● Interactive word wall game
Unit 2A Numbers 1-40	2	5	*Formative:* ● Teacher observation

			• Class participation • questioning • student response • Pronunciation of target vocabulary • successful completion of classwork *Summative:* • Random number practice worksheet • Number word recognition illustration • Counting using objects
Unit 2B Seasons and Weather	2	5	*Formative:* • Teacher observation • Class participation • questioning • student response • Pronunciation of target vocabulary • successful completion of classwork *Summative:* • Weather Wheel/One side will have the words used with “Está” and the other side the words used with “Hace.” • El Tiempo Book: Students will complete a book about the weather • Vocabulary Interpretive: Toolboxes: Students will illustrate vocabulary about the weather, seasons
Unit 3A Clothing	3	5	*Formative:* • Teacher observation • Class participation • questioning • student response

			● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Clothes closet activity and worksheet ● Bears for each season: Students will illustrate the clothing and color listed on the bear for each season ● Four seasons worksheet/Identify the four seasons and the weather that is characteristic of each season
Unit 3B Adjectives	3	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Adjective worksheets/Match the pictures ● My Favorite Outfit activity /draw, label and describe ● Make a Fashion flip book ● Talk about the clothing people wear in Spanish Speaking Countries.

Unit 4A Fruits and vegetables	4	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Sort, Cut and Paste: SW sort pictures of foods according to the corresponding food groups and paste into the proper food group ● Food Plate: Students will illustrate on three different plates what they have for breakfast, lunch and dinner ● Illustration of "Mi fruta favorita es…" "Mi vegetal favorito es…?
Unit 4B Food likes and dislikes	4	5	*Formative:* ● Teacher observation ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary ● successful completion of classwork *Summative:* ● Mini book/ Que te gusta? Identify vocabulary ● Classmate interviews ● Favorite fruits and/or vegetables graph