Summit Public Schools
Summit, New Jersey
Kindergarten
Kindergarten/ World Language: Spanish

Curriculum

Course Description:

Our Kindergartners will be introduced to the Spanish language through the delivery of comprehensible input, using 90% plus Spanish for instruction. This course focuses on developing students' communication skills in the target language, while making cross curricular connections. Students will be engaged in meaningful and motivating Spanish language activities and will begin learning the target language by singing songs, playing games and completing activities that incorporate vocabulary about themselves and the world around them. Students will successfully communicate personal information about themselves while making connections with other people in their family and the classroom. The goal is for our kindergarten students to understand and communicate at the word level. This includes independently identifying and recognizing memorized words and phrases in Spanish.

The New Jersey Student Learning Standards – World Languages 7.1 (NJSLS-WL) are noted throughout this course. The units also address national standards for World Language, Social Studies, Integrated Skills, Science, and Technology. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met. The curriculum includes interpretive, interpersonal, and presentational tasks.

During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, science, and health topics that include (but are not limited to): introductions, feelings, colors, shapes, calendar, seasons, weather, body, family, fruit and clothing. Music, games,hands-on activities, reading, writing, discussions and cooperative learning are all elements of the program.

Thematic Unit: Introductions and Feelings

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* Greetings and introductions are an integral part of daily language and are an essential part of communicating in a foreign language. We can communicate in more than one language..

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Can I communicate in a language that is not my native language? How can I greet people in Spanish?	Students will understand that… ● it is possible to communicate in a foreign language. ● they can express their name and feelings and use greetings appropriately.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with	**Instructional Focus:** In the target language students will… ● use appropriate greetings ● communicate their identity (name). ● identify how they are feeling. **Sample Assessments:** • Answer the questions "¿Cómo te llamas?" and "¿Cómo estás?" using simple responses. • Complete sentence frames and illustrate feelings:

the target culture(s). 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.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.	○ Me llamo _____. ○ Estoy _____. • Recite greetings through songs and teacher/student response. **Instructional Strategies:** Interpersonal ● Pair-Share of names using "Me llamo…"name tags. ● Feelings pair-share with puppets Presentational ● Students introduce themselves using "Me llamo…" in a "hola"game. ● Name plates: Students write names on sentence strip/name tag next to, "Me llamo…" ● ¿Cómo estás?: students act out different feelings. ● TPR Activities: Have students identify feelings vocabulary through physical actions ● Singing Buenos Dias/Buenas Tardes/Buenas Noches song Interpretive ● Puppets: Students identify puppet feelings based on faces. ● Feelings: Students look at flashcards of various people and identify how they are feeling. ● Use authentic photos of morning, noon and night around the world and say appropriate greeting based on the time of day Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics.

• 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	Technology Integration • Photobooth- Take pictures of students representing how they are feeling • Song for introductions: https://www.youtube.com/watch?v=NMZzGZu15vk Global Perspectives: • Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to describe their feelings and introducing themselves.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Thematic Unit: Colors and Shapes

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* We use colors to describe the world around us and learning to identify colors in a foreign language is a gateway to understanding and communicating. Students' understanding of shape properties and recognition add to their understanding of the world.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How are colors used to make sense of the world around me? How are shapes defined?	Students will understand that… ● it is possible to use learned vocabulary to describe things. ● they can express their favorite color. ● they can explain shapes by their number of sides and form.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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.	**Instructional Focus:** In the target language students will… ● identify colors and which one is their favorite. ● identify shapes and how many sides they have (0-6).

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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
 	
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.
	Sample Assessments:
	• Students answer the question "¿Qúe color es?" as part of the daily routine based on objects the teacher refers to.
	
	• Complete sentence frames and illustrate:
	  ○ Mi color favorito es_____.
	  ○ Me gusta_____.
	  ○ No me gusta_____.
	  ○ Es un (figura/forma) _____.
	• Crayon color chart: Students complete the color and shape chart following teacher.
	• Play "Toca" game on the rug. Students must touch objects based on the color word the teachers says.
	
	Instructional Strategies:
	
	Interpersonal
	● Favorite Color Chart: Students answer the teacher individually when asked about his or her favorite color. The answers are marked on a class chart.
	● Pair-Share of shapes in their baggies.
	● Finding shapes/colors around the classroom
	
	Presentational
	● Singing colors song.
	● Holding up their favorite shape and naming it.
	
	Interpretive
	● Color pom pom game: Teacher practices color words with pom poms and then hides & reveal them (switching them up)as students call out the color(s) they see.

	• Shapes: Read book *Ronda Redonda* by Alan Rogers • Play *Veo Veo* or I spy in Spanish by identifying items of the correct color. Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration • Music using Youtube videos: ○ Colors:https://www.youtube.com/watch?v=zpLQSdu4V94 https://www.youtube.com/watch?v=DsRKoZGaoEM ○ Shapes:https://www.youtube.com/watch?v=sxXn2Z6dqHc Global Perspectives: • Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language by discussing what colors they like and describing shapes and objects in their world.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy

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

Thematic Unit: Calendar=Numbers, Days, Months

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* Discussing the calendar is a way to communicate about daily life. Numbers are important for counting.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What are the cultural differences in the Spanish and American calendar? How are numbers, days and months a part of my daily life?	Students will understand that… ● numbers are used for dates and to count objects. ● their birthday tells more about who they are. ● the Spanish calendar begins with Monday and ends with Sunday.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**Instructional Focus:** In the target language students will…

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.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.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.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.
	• identify the 12 months of the year, 7 days of the week and numbers 1-20 in the target language.
	• use learned vocabulary to identify the date and their birthday month.
	
	Sample Assessments:
	• Calendar Routine: As the year progresses students will use unit language and vocabulary by asking and answering questions about the calendar.
	• Birthday Wave: When students hear their birthday month, they do "la ola."
	• Complete Sentence frame:
	  ○ Mi cumpleaños es en _____.
	  ○ Hoy es_____.
	
	Instructional Strategies:
	
	Interpersonal
	• Birthday Month Cards: Show which month we are in and which their birthday is in.
	• Birthday Share: Pair-Share of birthday months.
	
	Presentational
	• Days of the Week and Months of the Year Songs: students learn songs to aid in the memorization of vocabulary.
	• Ola: Students will repeat the months of the year and stand up and do the wave as they say and hear their own birthday month.
	• Counting up : Students sort and present numbers 1-10, then 1-20 in teams.
	
	Interpretive
	• After listening to the days of the week song, students will put the words in order as a class on the rug.

	● BINGO: Practice numbers by playing with numbers 1-20. ● Guess that number game: Hold up 2 numbers...ask which number is which. Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration ● Music using CD Collection and Youtube videos: ○ Jose Luis Orozco - *Los dias de la semana, los meses del año* ● Use the Days of the Week PPT from this link as a teaching resources *http://www.teachingideas.co.uk/foreignlanguages/contents_spanish.htm* ● Los Meses del año: ○ *http://www.youtube.com/watch?v=IKznbHvPFwc* ● Números video : https://www.youtube.com/watch?v=6FEyfy5N3Nc Global Perspectives ● Highlight different holidays by month around the world.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and

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

Thematic Unit: Seasons and Weather

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)* Discussing daily events such as the weather and the seasons is an integral part of daily language and an essential part of communicating in a foreign language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can I distinguish among the 4 seasons? How can I talk about the weather in Spanish?	Students will understand that… ● vocabulary they learned in previous units can be used to identify the new vocabulary. ● they can identify vocabulary used to describe the 4 seasons. ● "Hace" is used to describe the weather
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	
Students will: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. 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.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.	**Instructional Focus:** In the target language students will… ● identify the four seasons and the weather that is characteristic of each season. **Sample Assessments:** ● Calendar Routine: Throughout the year students use unit language and vocabulary by answering questions about the weather. ● Complete the sentence frame: Hace_____. ● Complete the sentence frame: Estamos en_____. ● Name the seasons using pictures. **Instructional Strategies:** Interpersonal ● ¿Qué tiempo hace? Pair-share: with a peer describe or identify the weather illustrated in a photo or the season represented in a photo Presentational ● Hace…: Students sit in a circle and identify seasons represented in the pictures. ● TPR: students learn and practice TPR movements for season and weather words. Interpretive ● Teacher Read-Aloud: Students listen to stories based on the current season and then illustrate and label their picture. Interdisciplinary Connections

	• utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration • Basho=Four seasons song: https://www.youtube.com/watch?v=U7W5oKx6g2I • Calico: https://www.youtube.com/watch?v=vf6-Gy1IQN0 Global Perspectives • Seasons are indicative of weather all around the world.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Thematic Unit: My Body

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* Discussing physical features allows students to share about themselves and describe others.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can I share information about myself in a foreign language? How can I describe others?	Students will understand that… ● they can use a foreign language to share about themselves and to describe others. ● identify their body parts
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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.	**Instructional Focus:** In the target language students will… ● identify body parts in the target language. **Sample Assessments:** • Self label: Students draw self portrait and label them. • Simon Says: Students will follow the teachers directions using new body vocabulary • Students will "put on" and "take off" the body parts of the Mr. & Mrs. Potato Heads. **Instructional Strategies:** Interpersonal

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.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.	• Señor Papa: Students construct and identify parts of Mr./Mrs. Potato Head with a partner. They must practice saying the words aloud and then illustrate them (practice pon y quita). Presentational • "Mi Hombre de Nieve": Students memorize and sing this holiday song that includes some parts of the body, Song is accompanied by TPR movements. • "Hands on My Head": Students memorize and sing this song in Spanish as they point to each body part. • "Cabeza, Hombros, Rodillas, Pies" Students will sing the song at different speeds. Interpretive • Simon Says: Students listen for the vocabulary and respond with the correct TPR • Face plates: Students draw any face (human, animal, fictional character, etc.) they choose on a white paper plate. They must then glue on words given to them by the teacher following the Mr. Potato Head model that was completed with the teacher on the board. Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration • Use the youtube video about "Senor Papacabeza" to review the vocabulary and give students an opportunity to answer the questions the teacher asks. https://www.youtube.com/watch?v=ZmivqgX46c0 • Head, Shoulders, Knees and Toes song: https://www.youtube.com/watch?v=D2z_fq2S9is

	Global Perspectives ● Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to explore physical characteristics and to examine what they share in common with the target culture.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Thematic Unit: Family

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* Family is an integral part of one's personal identity. The vocabulary and language of this unit develops the student's ability to share about this aspect of his/her identity as well as to identify and compare information about others.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can I share about my personal life with others? How can I identify similarities and differences I have with others?	Students will understand that… ● sharing family members names is information related to their identity. ● by listening to their classmates' family size and members they can identify what they have in common with them and how they may differ. ● the ending of some family vocabulary words identifies the person's gender
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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	**Instructional Focus:** In the target language students will… ● identify family member words. ● name people in their own family. ● identify how many family members they have. ● use learned vocabulary to interpret what teacher and peers are saying about their families.

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.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.
	Sample Assessments:
	• Family Portrait: Students draw and label a portrait of their family and then share orally with their classmates.
	• Figurine Identification: Students randomly receive a family member figurine from the basket. They must say who they think it is.
	• Family large rug TIC TAC TOE.
	• Complete sentence frames:
	  ○ Mi mamá se llama_____.
	  ○ Mi papá se llama _____.
	  ○ Tengo _____ hermanos(as).
	  ○ Tengo_____mascotas.
	
	Instructional Strategies:
	
	Interpersonal
	• Family member names: Students tell a partner the names of their parents/and or siblings.
	• Pair- Share Family Portrait: Students will share their illustrations with a partner and identify each member in the target language
	
	Presentational
	• "Bebé Tiburón" Students memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/and or posters.
	• Family show and tell: Students will share 2 pictures of family members and identify who they are in the family using new vocabulary and their name.
	
	Interpretive
	• Tres en Raya: Students play TIC TAC TOE on the rug where they must match identify family member names.
	• Puppet family: SW listen to teacher introduce a silly puppet family and answer questions based on their

	names, who they are in the family and their favorite colors. ● Fable families: Students will sort pictures of known characters from stories read to them in English and identify each member of the family in Spanish Interdisciplinary Connections ● utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration ● "Bebé Tiburón": https://www.youtube.com/watch?v=HtwCZowcGuw ● Powerpoint - Teachers generate a slideshow of pictures to share their family members and practice new vocabulary words with students. Global Perspectives ● Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to describe one's family and examine how family in the home and target cultures are similar and different.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area):

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

Thematic Unit: Fruit

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* Food is a topic of high interest for students and also allows them to explore products and practices in the home and target culture. Cross curriculum content connections can be made by discussing healthy eating habits and practices.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What fruits do I like and dislike? How can fruits be described?	Students will understand that… ● cognates can help them identify meaning in the target language. ● fruits are part of a healthy diet. ● they can share likes and dislikes using "Me gusta" or "No me gusta"
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**Instructional Focus:** In the target language students will…

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.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.	• identify fruit vocabulary. • communicate fruits they like and dislike. • Sort fruits by color. **Sample Assessments:** • Sí o No: Students complete a worksheet inventory of fruits responding with "sí, or no" as to whether or not they like the fruit they have learned already in the pictures. • Sort, Cut and Paste: Students sort pictures of fruits by color word. • Complete the sentence frame: Es_____(color). **Instructional Strategies:** Interpersonal. • Memory: Play memory card game with a partner using fruit vocabulary. • Turn and Talk: Have students share their favorite fruit with a peer. Presentational • Mi favorita: Students share their favorite fruit with:"Mi fruta favorita es…" or using the box of plastic food. Interpretive • "La Oruga Muy Hambrienta": SW listen to the Spanish version of *The Very Hungry Caterpillar* by Eric Carle and identify the vocabulary and main idea of the story. • New page: Based on the book, students will create a new page following the phrase: "La oruga comió y comió y atravesó 6_____. Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics.

	Technology Integration ● Powerpoint - Teachers generate a slideshow of the 9 fruits. ● Song: Las Frutas - Me gusta (En purple music collection) ● https://www.youtube.com/watch?v=bNAOdk7a0mY Global Perspectives ● Students will learn about fruits from different Spanish speaking countries.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Thematic Unit: Clothing

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Big Ideas: *Course Objectives / Content Statement(s)*

<table>
<tr><td colspan="2">Clothes are an aspect of our daily life and allow us to identify ourselves as well as others.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>How can I share information about what I wear in summer with others?</td><td>Students will understand that…
vocabulary related to clothing can help them communicate about themselves and others.
vocabulary they learned in previous units can be used to identify the new vocabulary.</td></tr>
<tr><td>Areas of Focus: Proficiencies
(Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:
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.PRSNT.1: Present very familiar personal information using</td><td>Instructional Focus:
In the target language students will…
describe different articles of clothing by color and season worn.
put clothing on and off dolls.
Sample Assessments:
Paper Dolls: Students must dress and undress animals using the commands given by the teacher (Pon y Quita).
Bunnies for summer: Students will illustrate the clothing and color listed on the bunny for summer.
TPR: Students will demonstrate knowledge of new vocabulary through the use of the appropriate motions for clothing.
Instructional Strategies:

Interpersonal</td></tr>
</table>

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.	● Dress the Weather Bear: students will answer questions and identify the appropriate clothing for the bear based on the weather. Presentational ● Memory: Students orally identify pictures from the vocabulary set. ● Llevo…: Students sit in a circle and identify one article of clothing (and color) they are wearing. ● TPR: Students learn and practice TPR movements for the clothing words. ● Paper Dolls: Students will dress paper dolls based on summer clothing identified by the teacher and share the clothes they used to dress the doll appropriately Interpretive ● Following Directions: Students will line up, meet on the rug or return to their seats based on the clothing and color called out by the teacher ● Guess Who? Students identify their peers based on the teacher's description of their clothing ● TPR for clothing words Interdisciplinary Connections • utilize vocabulary that align with topics explored in social studies, science, the arts and mathematics. Technology Integration ● Rock A Lingua=Ropa/Tiempo song with lyrics and worksheets: http://www.rockalingua.com/songs/ulalaclothes-and-places Ropa de Verano - Packing Suitcase video https://www.youtube.com/watch?v=IQZtRJ1qnug Global Perspectives

	• Many products and practices related to home and community are shared across cultures; others are culture-specific. The development of this understanding is achieved by using the target language to describe clothing, to discuss the relationship between weather and what we wear and to explore how clothing in the home and target cultures are similar and different.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics