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

Curriculum

Course Description:

Our first grade students will continue their study of the Spanish language through the delivery of comprehensible input, using 90% plus Spanish for instruction.This language course focuses on developing students' communication skills in the target language and promotes the development of proficiency in the language at a novice-low level. The language objectives in this course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language in new meaningful and authentic contexts. Students will successfully communicate personal information about themselves, while making connections with other people in their family, classroom, and their community. During the year, emphasis will be on developing language skills with interdisciplinary connections to math, social studies, science, and health topics that include (but are not limited to) counting and number sense, calendar, weather, seasons, body, family, and healthy eating habits.

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

Thematic Unit 1: ¿Quién Soy Yo? Introductions

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 , personal introductions and our feelings are an integral part of daily language and are an essential part of communicating in a foreign language.
- We use colors to describe the world around us and learning to identify colors in a foreign language is a gateway to understanding and communicating.

Essential Questions *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 use what I have learned to understand new messages? How can I greet people in Spanish? How can I introduce myself in Spanish? Why is it important for me to learn another language?	Students will understand that… ● it is possible to communicate in a foreign language. ● it is possible to use learned vocabulary to make inferences about new messages. ● they can express their name, favorite color, feelings and use greetings appropriately in the first person ex: Me llamo, Estoy, Mi color, ● The goal is effective communication, not word for word translation
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** •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… ● use appropriate greetings ● communicate their identity (name), their age and birth month.. ● identify how they are feeling. ● identify colors and which one is their favorite.

• 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 the target culture(s). ***Interpersonal*** • 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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	**Sample Assessments:** ● SW answer the question "¿Cómo estás?" as a part of the daily calendar routine. ● Complete sentence frames and illustrate: ○ Me llamo _____. ○ Tengo ____ años. ○ Mi cumpleanos es en _____. ○ Mi color favorito es_____. ○ Estoy _____. ○ (shape) tiene (#) lados ● Crayon color chart: SW complete the chart following teacher commands of "arriba, abajo, coloreen…" ● Projecto: "Todo sobre mi" poster/banner **Instructional Strategies:** Interpersonal ● Favorite Color Chart: SW answer the teacher individually when asked about his or her favorite color. The answers are marked on a class chart. ● Pair-Share of names using "Me llamo…"name tags. ● SW ask and communicate their feelings, age and birthday month during a pair share (introductions) Presentational ● "Arbolito de Perú": SW introduce themselves using "Me llamo…" in game similar to *Hot Potato.* ● Name plates: Students write names on sentence strip/name tag next to, "Me llamo…" They read them to the class as the teacher comes around and practices their names with sí or no. ● ¿Cómo estás?: SW act out different feelings. ● TPR Activities: Have students identify feelings vocabulary through physical actions

	● Singing Buenos Dias/Buenas Tardes Song Interpretive ● Bingo: Teacher will say the color/shape/feeling word and SW identify the correct picture on the Bingo card. ● Color pom pom game: Teacher practices color words with pom poms and then hides & reveal them (switching them up)as students call out the color(s) they see. ● Feelings: SW look at flashcards of various people and identify how they are feeling. ● Have students listen to teacher commands, having students pull out the correct corresponding color crayon or identify shapes around the classroom. ● Play *Veo Veo* or I spy in Spanish by identifying items of the correct color **Technology Integration** ● Photobooth- Take pictures of students representing how they are feeling ● Skype - Call various mystery people and ask "¿Cómo estás?" ● FlipGrid-record student's introduction using script Rockalingua: Numbers and Colors https://rockalingua.com/videos/colors-and-numbers ● Rockalingua: Meses https://rockalingua.com/videos/months-year ● Rockalingua: Feelings https://rockalingua.com/videos/how-are-you-feelings **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, introducing themselves, and discussing their favorite colors. **Culturally Responsive Teaching:** ● Students will share greetings across languages depending on the different languages spoken at home by the kids in the class. How do you say hello in French? Italian? German? etc. ● The class will create a bar graph depicting students favorite colors.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	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 2: El calendario y el tiempo - Establishing Daily routine

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

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">Big Ideas: Course Objectives / Content Statement(s)
Discussing the calendar and weather is a way to communicate about daily life.
Numbers are used to make sense of the world and to make sense of new messages.
Making connections between the months of the year and the seasons identifying associated weather will extend students' ability to describe the day.</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>What are the cultural differences in the Spanish and American calendar?

How can I talk about the weather in Spanish?

What are the differences in respect to weather and seasons in spanish speaking countries?How can I participate in the daily routines of the class?</td><td>Students will understand that…
looking for cognates helps foster the understanding of new words.
numbers are used to express, identify and differentiate objects and ideas.
they can communicate about daily life through the calendar routines.
the Spanish calendar begins with Monday and the date is expressed using the following word order: day-month-year
there are two different sentences used to describe the weather; “Esta” or “Hace”
Climate is important. It affects how you feel, dress, and act.</td></tr>
<tr><td>Areas of Focus: Proficiencies
(Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:
Interpretive
•7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in</td><td>Instructional Focus:

In the target language students will…</td></tr>
</table>

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 the target culture(s).
• 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.

Interpersonal
• 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.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational
• 7.1.NL.PRSNT.1: Present very familiar personal information

- identify the 12 months of the year, 7 days of the week and numbers 1-31 in the target language.
- use learned vocabulary to identify the date and their birthdays.
- Be able to express: Today is, Yesterday was, and Tomorrow will be in Spanish
- Share their age - Yo tengo _____años.
- identify the four seasons and the weather that is characteristic of each season.
- describe the weather of the day by using Esta o Hace
- "list/identify" different activities that could be done in a specific season
- identify the season by looking at images

Sample Assessments:

- Calendar Routine: Throughout the year SW use unit language and vocabulary by asking and answering questions about the calendar.
- Birthday Month Line Up: Throughout the unit SW listen for their birthday month to line up, return to seats, etc. Teacher will call them in random order.
- Complete Sentence frame:
  - Mi cumpleaños es en _____.
  - Tengo ____ años.
  - Hace…
  - Esta…
  - En (season) hace..
- Projecto: "El tiempo" booklet
  - En el otoño hace…
  - En el invierno hace…
  - En la primavera hace…
  - En el verano hace...

Instructional Strategies:

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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	Interpersonal ● Birthday Month Chart: SW answer the teacher's question about their birthday month. ● Birthday Share: Pair-Share of birthday months. ● Describe the weather in pair share Presentational ● Days of the Week and Months of the Year Songs: SW learn songs to aid in the memorization of unit vocabulary. ● Ola: Students will repeat the months of the year and stand up and do the wave as they say and hear their own birthday month. ● Macarena - Sing the months of the year with the movements of the MACARENA ● Birthday Month: SW write the month of their birthday in response to the question: "Cuándo es tu cumpleaños? ● As a class, students count to 10, 20, 30 by spontaneously calling out counting up without anyone repeating the same number Interpretive ● After listening to the days of the week song, students will put the words in order as a class on the board ● Look at the two calendars (Spanish vs American) and see if they can identify the difference ● BINGO: Practice numbers by playing with numbers 1-31. ● Answer questions based on the data of student birthdays on class birthday graph ● Have students answer ¿Cuántos?'s - identifying the quantity of days of the week on a calendar, number of days in a specific month, or the number of colored objects in a picture

	● Answer questions related to weather of pictures/images **Technology Integration** ● Rockalingua: Dias de la semana https://rockalingua.com/videos/days-week ● Los Meses del año: *https://rockalingua.com/videos/months-year* ● Números video : https://rockalingua.com/videos/numbers-1-50 ● Clima : https://www.youtube.com/watch?v=CGImwvqwycc https://rockalingua.com/videos/weather-easy-version ● Weather Games: https://rockalingua.com/games/weather **Global Perspectives** ● Highlight different holidays by month around the world and the different seasons in the southern hemisphere. . **Culturally Responsive Teaching:** ● How do you celebrate your birthday? Students will share special traditions. ● Do all students celebrate birthdays or name days?
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 3: Mi escuela - School Objects

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

The content is significant because it relates to the experiences of the student's daily life in school.

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 use a foreign language to discuss my experiences and my environment? How can I use vocabulary I know to count, describe and identify school objects? What titles are used to properly address adults?	**Students will understand that…** ● the colors and numbers they learned in previous units can be used to describe school objects. ● they can communicate about the objects they use in their daily lives. ● Señor and Señora are titles used to address teachers instead of Mr. and Mrs. ● The ending of a noun represents gender.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** •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 the target culture(s). ***Interpersonal*** • 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 classroom objects. ● describe color and number of classroom objects. ● identify and count the number of boys/girls in the class ● Use appropriate titles for teachers **Sample Assessments:** ● Hot Seat: SW identify a hidden flashcard by guessing from the memorized vocabulary set. ● Object identification: Students must complete a worksheet inventory based on the number and color of objects they receive. ● Label pictures or objects with vocabulary words

• 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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	• Have students identify school objects at their seats by following the oral directions given • Projecto: Flip Grid video- “En mi mochila tengo…” **Instructional Strategies:** Interpersonal • Object baggies: Students receive baggies with school objects. They must answer questions the teacher asks them about the objects and then they must share what they have with a partner. • In pairs have students identify the correct titles for staff personnel Presentational • Memory: SW orally identify pictures from the vocabulary set. • Sharing activity: Students sit in a circle and share one object and its color with the class saying…”Tengo un __noun____ ___adj_____.” Interpretive • Coloring Activity: SW color the school object according to the written description. • La mochila mágica: students play guessing game to review classroom objects that are hidden in the backpack. • ¿Cuántos? Activity: SW count and identify the number of each object depicted on a worksheet. Students will then compare quantities using más or menos. **Technology Integration**

	• Use the following website for the different types of school supplies. Play some games as a whole class. https://rockalingua.com/games/school-supplies https://www.quia.com/mc/2222013.html • Mi Mochila Roja: https://www.youtube.com/watch?v=HfcrHBfqOgo • Projecto: FlipGrid- Students make a video of the school objects they have (mochila/desk/baggie) "Tengo…" **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 examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. **Culturally Responsive Teaching:** • Who has attended school in another country, state or town? • Is school the same everywhere? SW share personal experiences attending school
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	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 4: Mi cuerpo y la ropa - Body and Seasonal 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)* ● Discussing physical features allows students to share about themselves and describe others. ● Clothes are an aspect of our daily lives and allow us to identify ourselves as well as others and even allow us to express our likes and dislikes.	
Essential Questions	**Enduring Understandings**

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
How can I share information about myself in a foreign language? How can I communicate my likes and dislikes? How can I describe others?	**Students will understand that…** ● vocabulary they learned in previous units can be used to identify the new vocabulary. ● new clothing vocabulary can help them communicate about themselves and others. ● they can categorize new vocabulary "la ropa" using previously learned vocabulary "seasons" ● identify their body parts ● they can use a foreign language to share about themselves and to describe others.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** •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 the target culture(s). ***Interpersonal*** • 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	**Instructional Focus:** In the target language students will… ● identify body parts in the target language. ● Use correct word order and gender agreement (clothing + color word). ● describe different articles of clothing by color and season worn. **Sample Assessments:** ● Dice Game: Each number on the dice represents a part of the snowman's body. SW roll the dice and say the word. As they complete the task they add that body part to the snowman. Game ends when snowman is complete. ● Character label: SW label a character using a word bank provided by the teacher.

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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	• Simon Says: Students will follow the teachers directions using new body vocabulary • Projecto: FlipGrid recording: Partes del cuerpo y mi ropa **Instructional Strategies:** Interpersonal • 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. • ¿Qué ropa llevas?: SW ask each other what they are wearing in a pair share. • Students will complete *El Tiempo* book, writing a sentence and illustrating what the weather is like today and what they are wearing • TPR: Students will demonstrate knowledge of new vocabulary through the use of appropriate motions for clothing and body parts. Presentational • “Mi Hombre de Nieve”: SW memorize and sing this holiday song that includes some parts of the body, Song is accompanied by TPR movements. • “Hands on My Head”: SW memorize and sing this song in Spanish as they point to each body part. • “Cabeza, Hombros, Rodillas, Pies” Students will sing the song at different speeds.¿Qué ropa llevas?: SW draw and label what they are wearing. • Dress the Weather Bear: students will answer questions and identify the appropriate clothing for the bear based on the weather. • Memory: SW orally identify pictures from the vocabulary set.

	● Llevo…: SW sit in a circle and identify one article of clothing (and color) they are wearing. ● TPR: SW learn and practice TPR movements for the clothing words and body parts. ● Students will complete *El Tiempo* book, writing a sentence and illustrating what the weather is like today and what they are wearing ● Bunnys for each season: Students will illustrate the clothing and color listed on the bunny for each season. Interpretive ● Froggy se viste: ¿Que lleva Froggy? ● Simon Says: SW listen for the vocabulary and respond with the correct TPR for clothing and body parts ● Build a Snowman: Follow teacher directions to construct and label a snowman's body parts and clothing ● Look at images of cartoons/celebrities and describe what they are wearing ● Paper Dolls: Students must dress and undress bunnies/bears using the commands given by the teacher (Pon y Quita). ● Scavenger Hunt: ¿Quien lleva…? ex: pantaones negros, camiseta blanca ● 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? SW identify their peers based on the teacher's description of their clothing **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 ● Song: Cabeza, Hombros, Rodillas, Pies-students sing the missing part of the song as they do the movements. https://www.youtube.com/watch?v=NxQOHkjuybw ● Rock A Lingua=¿Qué tiempo hace hoy? song with lyrics and worksheet: http://www.rockalingua.com/songs/weather-easy-version-k-2 ● Rock A Lingua=Ropa/Tiempo song with lyrics and worksheets: http://www.rockalingua.com/songs/ulalaclothes-and-places ● FlipGrid-Students record themselves listing their body parts "Tengo # (body part) and what they are wearing **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, likes and dislikes, different clothing preferences and to examine what we share in common with the target culture. **Culturally Responsive Teaching:** ● What other children's games, songs or rhymes teach us body vocabulary? ● Are we all the same? Compare eye color, hair color or height.
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 5: Mi familia y la casa - Family and House

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 identity as well as to identify and compare information about others. ● Many aspects of the home are shared across cultures and students can communicate in the target language in order to explore and examine the design and contents of the home. ● Our family and home are the main core of our identity and we are all unique.	
Essential Questions	**Enduring Understandings** *What will students understand about the big ideas?*

What provocative questions will foster inquiry, understanding, and transfer of learning?	
How can I share about my personal life with others? How can I identify similarities and differences I have with other peers and other cultures? How do word endings change the meaning of some family member vocabulary words and gender of objects? How can I share information about the design and contents of my home?	**Students will understand that…** ● describing their family and home is a way to share personal information related to their identity. ● by listening to their classmates' descriptions they can identify what they have in common with them and how they may differ. ● the ending of some words identifies the person's/objects gender ● they can use the target language to explore and examine the aspects of their home and those of their classmates. ● ¿Dónde? means where and ¿Quién? means "who" ● "Vivo" means I live. "Vivimos" means we live.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** •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 the target culture(s). ***Interpersonal*** • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been	**Instructional Focus:** In the target language students will… ● identify family member words. ● name people in their own family. ● use learned vocabulary to interpret what teacher and peers are saying about their families. ● identify rooms in the house in the target language. ● understand that all homes are different. ● answer ¿Dónde esta? and ¿Quién esta en? questions **Sample Assessments:** ● Family Portrait: SW draw and label a portrait of their family and then share orally with their classmates. ● Floor Plan: SW draw and label at least 3 rooms in their house and share it orally with the class.

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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	• Tic Tac Toe: Create a 3 x 3 game board using the pictures of the rooms of the house - SW identify the name of the room before placing their X or O on the board • Projecto: FlipGrid-Mi Familia y donde vivimos-SW create a recording decribing their family and home. ex: Mi familia es… Mi mama se llama…, Mi papa se llama… Vivo en Summit. Tengo un/a…(casa, apartamento) Tengo # (cuartos) **Instructional Strategies:** Interpersonal • Family member names: SW 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 • Tic Tac Toe: Create a 3 x 3 game board using the pictures of the rooms of the house - SW identify the name of the room before placing their X or O on the board Presentational • “La familia grande:” SW memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/and or posters. • Family show and tell: Students will share 3 pictures of family members and identify who they are in the family using new vocabulary and their name. • Mi casa ball toss: SW identify the number of bathrooms, bedrooms, living rooms, etc. they have in their house as the class plays the game in a circle on the rug. • TPR: SW practice and act out movement for 5 main rooms in the house.

	Interpretive ● Criss-Cross Bingo: SW play a form of bingo where they must match the vocabulary word in Spanish with the meaning in English. ● Family Tree: SW create a vocabulary toolbox by matching the word in Spanish with the meaning in English. ● Listening Activity: SW follow teacher directions, placing the correct family member figurines into a house game board ● 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. ● Listening Activity: SW follow teacher directions, placing the correct family member figurines into a house game board ○ Students will then answer questions: ■ Ej. ¿Dónde esta la mamá? ■ Ej. ¿Quién esta en el dormitorio? ● Teacher's Family Slideshow: Students will view a slide show of the teacher's family and guess the family member. The last slide will be a labeled family portrait, which they can use as a model to begin their family portrait illustration. **Technology Integration** ● "La familia grande" song in youtube: https://www.youtube.com/watch?v=s9iUXEhEMh8 ● Powerpoint - Teachers generate a slideshow of pictures to share their family members and practice new vocabulary words with students. ● Rock A Lingua=Mi casa song with lyrics and worksheet:

	http://www.rockalingua.com/songs/my-house **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 culture are similar and different. **Culturally Responsive Teaching:** ● Sharing family portraits: Students will learn about each others family structure by sharing their personal family portraits. ● Survey students and chart where they have lived, different towns, states or countries. ● Use google earth to view different homes and places that students live or have lived
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 6: Mi comida favorita - Fruits, Vegetables and Food Groups

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">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.</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>Are there similarities between my language and the foreign language that will help me understand new words?

How can foods be categorized?

What is the difference between a fruit and a vegetable?</td><td>Students will understand that…
cognates can help them identify meaning in the target language.
what foods a healthy diet should include.
Foods can be categorized into 5 major food groups
Fruits have seeds, vegetables don’t
they can share likes and dislikes using “Me gusta” or “No me gusta”</td></tr>
<tr><td>Areas of Focus: Proficiencies
(Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:
Interpretive
•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</td><td>Instructional Focus:

In the target language students will…
identify 5 different food groups.
identify fruits and vegetables vocabulary.
communicate fruits and vegetables they like and dislike.
Sort foods into the appropriate food groups</td></tr>
</table>

to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ***Interpersonal*** • 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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	**Sample Assessments:** ● Board Game: SW play a board game where the objective is to orally identify the food and its food group ● Sí o No: Students complete a worksheet inventory of foods responding with "sí, or no" as to whether or not they like the food they have already learned in the pictures. ● Sort, Cut and Paste: SW sort pictures of foods according to the corresponding food groups and paste into the proper food group ● ¿Que Sera?: SW use their senses to identify the fruit or vegetable in the bags. ● FlipGrid: SW identify their favorite fruits and vegetables. ex: Mi fruta favorita es… Mi vegetal favorito es… No me gusta…(fruta/vegetable) **Instructional Strategies:** Interpersonal ● Food Sort: SW work with a partner to categorize foods into groups by orally identifying the food and its category (fruit/vegetable) ● Memory: Play memory card game with a partner using fruit and vegetable vocabulary. ● Turn and Talk: Have students share their favorite fruit and vegetables with a peer Presentational ● Mi favorita: SW share their favorite fruit and vegetable with the class using their illustration of "Mi fruta favorita es…" or using the box of plastic food. ● Mi Plato Favorito: SW illustrate their favorite meal using different food from the 5 food groups. 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_____. • ¿Que Sera?: SW use their senses to identify the fruit or vegetable in the bags. • Mi Plato Saludable: SW sort and color foods on "Mi plato" https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/Coloringsheet-spanish.pdf • Mi promesa MiPlato: SW think about making better choices when eating. https://choosemyplate-prod.azureedge.net/sites/default/files/misc/MyPlatePledgeCertificate-sp.pdf **Technology Integration** • Go Grocery Shopping: SW add fruits and vegetables to their carts using Metro (Peruvian shopping store) https://www.metro.pe/frutas-y-verduras • Mi Plato: explore the website and get Mi Promesa certificate. https://www.choosemyplate.gov/multilanguage-spanish **Global Perspectives** • Students will learn about foods from different Spanish speaking countries. https://whatscooking.fns.usda.gov/sites/default/files/featuredlinks/CocinaLatinaSaludableRicayEconomica_3.pdf **Culturally Responsive Teaching:**

	• Chart and graph students favorite fruits and vegetables • Highlight the types of cuisine that are students favorites and if their favorites are healthy or unhealthy
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Thematic Unit 7: Los animales - Animals

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* ● Learning about animals is not only age and developmentally appropriate but is also of high interest to the students. ● Exploring animal characteristics in the target language cultivates an awareness of shared human experience in the home and target culture.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can I use the target language to describe animals and habitats? How are animals described in the target culture? Is this similar or different to the way I describe them?	**Students will understand that…** ● they can use the target language to describe topics that are of interest to them ● there are similarities and differences in the way animals sounds are expressed in the home (english) and target culture. ● they can use previously learned vocabulary to describe animals (body parts, colors)
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** •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.	**Instructional Focus:** In the target language students will… ● identify various Oso Pardo animals and farm animals in the target language. ● describe new animal vocabulary by color ● distinguish between animal sounds. ● create their own page for a class book. **Sample Assessments:**

• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ***Interpersonal*** • 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. ***Presentational*** • 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. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.	• Draw and Write: SW choose an animal and create their own page from “Oso Pardo” by writing the name and color of an animal and illustrating what they have written. • Projecto: SW create a class book (Oso Pardo) illustrating their favorite animal and following the pattern of the original book, ending it with a class picture. **Instructional Strategies:** Interpersonal • ¿Qué animal soy?: SW play a guessing game with a partner by making an animal noise and seeing if their partner can guess who they are in Spanish. • Turn and Talk: Students can identify and share their favorite animal from the story with a peer Presentational • Oso Pardo Page: SW present the new animal and its color with the class. • TPR: SW use motions to demonstrate understanding for each animal vocabulary word Interpretive • “Oso Pardo”: SW listen repeatedly to the story *Brown Bear* by Eric Carle and chorally repeat the story along with the teacher. (Interpretive/Presentational) • SW identify Que animal es? by listening to the animal sound.

	● "Vengan a Ver Mi Granja": SW listen to the song accompanied by the video and identify the animals they see and hear in the target language. ● Read Aloud: SW listen and answer teacher questions about additional animal stories acquired for this unit: La vaca que decía oink, Corre, perro corre, etc. **Technology Integration** ● "Vengan a ver mi granja" song on youtube: https://www.youtube.com/results?search_query=vengan+a+ver+mi+granja ● Students listen to song and complete related worksheet and answer questions ● "Oso Pardo"-online reading https://www.youtube.com/watch?v=DmKl9on5Jfo **Global Perspectives** ● Students will become aware of differences between how animal sounds are represented across different countries. **Culturally Responsive Teaching:** ● Ask students to share their interpretations of how animals sound ● Compare and contrast students pets or farm experiences
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