

READINGTON PUBLIC SCHOOL DISTRICT

Grades Kindergarten – Grade 5

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate culture sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the Standards and to bring a global competence to students' future careers and experiences. The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Our curriculum is designed to be responsive to the developmental stages of learners. In grades K-5 students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and in the Philippines. In addition, over 22 million people of Latin America and Spanish decent live in the United States.

In grades kindergarten through grade five students will focus on verbally communicating at the novice level, as defined by the American Council of Teachers of Foreign Languages. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational. For Readington Township's first through fifth grades the goal of the introductory language program is for students to meet twice a week for at least 30 minutes for a total of at least 60 minutes of weekly instruction in Spanish. In kindergarten classrooms the goal is for students to meet once a week for thirty minutes. The mission of the exploratory world language program in grades one through five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of grade five they select a world language to study in grades six, seven, and eight. In grades six through eight students have the option to select one of three languages: French, Mandarin, or Spanish as their choice for World Language Instruction. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and bi-literate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, develop their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that ALL students will develop and maintain proficiency in English and at least one other language. Children who come to school from non-English backgrounds will have opportunities to develop further proficiencies in their first language.

Goal Areas:

1. **Communication**
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
2. **Cultures**
Interact with cultural competence and understanding
3. **Connections**
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
4. **Comparison**
Develop insight into the nature of language and culture in order to interact with cultural competence
5. **Communities**
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. RESOURCES

<http://www.ala.org/aasl/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

ACTFL Standards

National Standards for Foreign Language Learning in the 21st Century

Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981. This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

<http://www.susangrosstpr.com/articles/>

Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

<http://www.ed.gov/nclb/overview/intro/4pillars.html>

<http://www.21stcenturyskills.org>

<http://www.nadsfl.org/characteristics.htm>

IV. GOALS (The goals of the curriculum include language to reflect the current educational landscape, including:

- The Common Core State Standards
- College and Career Readiness Standards
- 21st century skills

Our curriculum is guided by the World-Readiness Standards for Learning Languages.

COMMUNICATION

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

V. GOALS FOR KINDERGARTEN THROUGH GRADE 5

1. To develop an interest in another language for future language study.
2. To learn basic words and phrases in another language.
3. To develop careful listening skills.
4. To respond and react to commands, questions, and verbal descriptions.
5. To compare and contrast sounds and cultural experiences in songs, chants, and rhymes and in the target language.
6. To provide a stress-free learning environment where language exploration is encouraged and enjoyed.

VI. THEMES INTRODUCED AND RECYCLED DURING GRADES 1 THROUGH 5

- Basic greetings, farewells, and courtesies
- Colors and other descriptions
- Numbers (0-12) Grades 1 & 2; [0-39] Grades 3-5 [40-100]
- Days, months, calendar
- Weather
- Basic TBS [Total Physical Response] actions and commands
- Basic clothing
- Body and health
- Home and family
- Animals/Pets/Nature
- Food
- Culture [e.g., through music, songs, chants, and embedded culture (without the use of English)]

VII. Scope and Sequence

	Kindergarten	First Grade	Second Grade	Third Grade
Unit 1 Sept./Oct.	<i>Why should we learn Spanish?</i> <i>Say Hello and Good-Bye</i> (Greetings and Farewell; What is your name?)	<i>Why should we learn Spanish?</i> <i>Let's Play</i> (Greetings and Farewell; Introductions; Colors; Numbers (1-20) and Date (Days of the week	<i>Why should we learn Spanish?</i> <i>Central America and Caribbean</i> (Greetings and Farewell; Introductions; Numbers (1-30); The date: Central	<i>Why should we learn Spanish?</i> <i>All About Me</i> (Greetings and Farewell; Introductions (name, age, feelings, favorites, color and fruit; birthday;

			America and Caribbean countries	Numbers (1-50); Weather; Date
Unit 2 Oct./Nov.	<i>A Few of My favorites Colors</i> (Greetings and Farewell; What is your name?; Primary colors)	<i>“This Is My Body”</i> (Greetings and farewell; Introductions; Colors; Numbers (1-20); Calendar; Face parts; Tener (to have); “Cuántos...?” (How many?))	<i>“What do you wear in the fall?”</i> (Greetings and Farewell; Introductions; Weather; Colors; Descriptions of seasonal attire)	<i>All About Me</i> Greetings and Farewell; Introductions (name, age, feelings, favorite color and fruit and birthdate); Weather; Date; Alphabet; ¿Dónde vives? (Where do you live?)
Unit 3 Nov./Dec	<i>Show me the numbers</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-10)	<i>“Staying and Being Healthy”</i> (Greetings and Farewell; Introductions (name, age, and feelings); Weather; Colors; Numbers (1-30); Body parts; “Tener” (to have); “Cuántos...?” (How many?))	<i>“I Like It!”</i> (Greetings and Farewell; Date: today, tomorrow, and yesterday; weather; colors; numbers (1-50); Me gusta”, “No me gusta”, “ Me gusta un poquito)	<i>School</i> Greetings and Farewell; Introductions (name, age, feelings, favorite color and fruit and birthdate); Weather; Alphabet; Date: yesterday/today/tomorrow; Commands and objects used in a classroom; “Hay” (There is/are)
Unit 4 Dec./Jan.	<i>“I’m Big and I’m Small”</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-15; Days of the week and Sizes)	<i>My Family</i> (Greetings and Farewell; Introductions (name, age, and feelings); Weather; Colors; Numbers (1-30); Body parts; “Tener” (to have); “Cuántos...?” (How many?))	<i>Food</i> Food; Comer and beber (To eat and drink); Yo quiero... (I want...); Time to eat meals	<i>School</i> Greetings and Farewell; Introductions (name, age, feelings, favorite color and fruit and birthdate); Weather; Alphabet; Date: yesterday/today/tomorrow; Commands and objects used in a classroom; “Hay” (There is/are)
Unit 5 Jan./Feb.	<i>The Wheels on the Bus</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-15; Days of the week; Sizes and; Shapes)	<i>“What am I wearing?”</i> (Weather; Numbers (1-10 backwards); colors; winter clothes)	<i>My Family</i> Family; Size; “Tener” (to have); “Cuántos...?” (How many?)	<i>This is Me!</i> Personality traits and physical description; Body parts; Adjectives; ¿Cómo eres? (Who do you look like? Yo soy...(I am ...)
Unit 6 Feb./Mar.	<i>What is the Weather?</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-15; Days of the week; Sizes and; Shapes and Weather)	<i>“What am I wearing?”</i> (Weather; Numbers (1-10 backwards); colors; winter clothes)	<i>My Family</i> Family; Size; “Tener” (to have); “Cuántos...?” (How many?)	<i>In My School</i> People and places in the school; Directions; ¿Dónde está? (Where is?)
Unit 7 Mar./April	<i>How I am Feeling</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-15; Days of the week; Weather; Shapes and Size: Face parts	<i>Animals</i> (Numbers (1-20 backwards); Pets; To have (Yo tengo); Cuántos hay? (How many?))	<i>Our Community</i> Numbers (1-50 ten by ten); Community – people, places and Jobs ¿Dónde? (Where?)	<i>Food in South America</i> Food; Traditional dishes; Me gusta/ No me gusta/Me gusta un poquito (I like/I don’t like/I like a little); Countries
Unit 8 Apr./May	<i>Shake the Maracas!</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1-	<i>One Day on the Farm</i> (Numbers (1-20 backwards); Farm Animals; To have (Yo tengo);	<i>The House</i> House; Shapes; Size; “Tener” (to have); “Cuántos...?” (How	<i>My Dream House</i> House; Shapes; Sizes; Opposites adjectives; To have “Tener” and How

	20; Days of the week; Sizes and Shapes, Weather, Face parts and Cinco de Mayo)	Cuantos hay? (How many?)	many?	many? “¿Cuántos?”
Unit 9 May/June	<i>Let's Go Outside and Play!!</i> (Greetings and Farewell; What is your name?; How are you? Colors; 1- 20; Days of the week; Sizes and Shapes, Weather, Face parts and Games.	<i>Let's Celebrate and Hit the piñata!</i> Cinco de Mayo; Pinata; Size; Shapes	<i>Let's Celebrate and Hit the piñata!</i> Cinco de Mayo; Pinata; Sum and Subtraction	<i>Let's Celebrate and Hit the Piñata!</i> Cinco de Mayo; Pinata; Product and Multiplication

	Fourth Grade	Fifth Grade
Unit 1 Early Sept. (2 weeks)	<i>Who am I and who are my neighbors in my town and in my world?</i> <i>(Puerto Rico)</i> Where do you live? What is your house like? What would your house look like if you lived in Puerto Rico? Greetings; alphabet; calendar; weather; days of the week; months of the year; numbers 0-75; colors and interrogative words; <i>Donde vives?</i> (Where do you live?)	<i>We all live somewhere.</i> <i>(Spain)</i> (Where do you live? What is your house like? What would your house look like if you lived in Spain?) Vocabulary to be reinforced; greetings; alphabet; calendar; weather; days of the week; months; numbers 0-100; colors and interrogative words)
Unit 2 Sept./Oct. (6 weeks)	<i>Everyday Communications & Increasing Vocabulary for These Conversations: Talking About Myself to Others</i> Review and reinforce vocabulary to communicate in everyday conversations in Spanish class. Students will write short descriptions, participate in interviews, complete surveys, do presentations, read stories and answer questions.	<i>My School—All Children Learn</i> Where do you learn? What is school for? What do you do in school? What do you not do in school? What would school look like if you lived in Spain? (Classroom objects, talk about classes and after school activities with peers. Engage in activities such as interviews, surveys, presentations, short writing samples and reading short stories and answering questions.)
Unit 2 Oct./Nov. (6 weeks)	<i>My Family and Where I Live...</i> <i>Where do Hispanic people live in New Jersey and where do they come from?</i> Communicate about my own family and other families in detail.	<i>My House and My Community</i> Identify and talk about things in our home and places in the community. Engage in interviews, surveys, short writings, readings and presentations using vocabulary.
Unit 3 Dec. (3 weeks)	<i>Foods; Hispanic and American</i> Food preferences both American and Hispanic. Food groups and the food pyramid. Activities to maintain good health. Ways to describe foods.	<i>My Health & My Body</i> Fruits and vegetables and other foods (including learning about dishes from other countries). Talking about healthy and unhealthy lifestyles. Vitamins & minerals help our bodies to grow and stay healthy. Learning to use the plurals of adjectives and the verb <i>ser</i>
Unit 4 Jan./Feb. (6 weeks)	<i>Places to Go, Things to Do, People to See</i> <i>“Me Gusta...”, “No me gusta...”</i> What activities do we enjoy and not enjoy? Where do we like to go and not like to go? Who do we like to see? What leisure activities do people in Puerto Rico enjoy? Discuss places to go, things to	<i>Leisure Activities</i> What activities do we enjoy? What leisure activities do people in Spain enjoy? Discuss leisure activities. Talk about where you go and with whom. Understand cultural perspectives on leisure activities. Further development of the verb

	do, and people to see in America and Puerto Rico. Talk about where you go and with whom. Understand cultural perspectives on leisure activities. Introduction of the verb <i>ir</i> and how to ask questions using ¿Qué?; ¿Cómo?; ¿Quién?; ¿Con quién?; ¿Dónde?; ¿Cuántos, -as?; ¿Adónde?; ¿De dónde?; ¿Cuál?; ¿Por qué?; ¿Cuándo?	<i>ir</i> and asking questions using ¿Qué?; ¿Cómo?; ¿Quién?; ¿Con quién?; ¿Dónde?; ¿Cuántos, -as?; ¿Adónde?; ¿De dónde?; ¿Cuál?; ¿Por qué?; ¿Cuándo?
Unit 5 Mar./Apr. (5 weeks)	<i>Zoo Animals</i> Talking about animals that live in a zoo. Using adjectives to describe animals. Asking and telling people about favorite zoo animals.	<i>Jungle Animals</i> Talking about animals that live in the jungle. Using adjectives to describe animals. Asking and telling people about favorite jungle animals. The verb <i>ir</i> . Asking and responding to questions.
Unit 6 May/June (6 weeks)	<i>Math, Numbers and Monetary Systems in Hispanic Cultures</i> Currencies in Bolivia, Peru, Costa Rico, Puerto Rico, and Spain. Spanish speaking countries have their own national currencies. How do images that appear on Spanish speaking countries compare to those in the United States? Introduction to ¿Cuesta muchísimo!? and Es mucho dinero and ¿Cuanto cuesta este?	<i>Shopping</i> <i>(The Grammatical Rules for Speaking in Spanish)</i> Talking about clothing, shopping and prices. Describing plans. Talking about what you want and what you prefer. Understand cultural perspectives on shopping. Subject pronouns and how to conjugate –ar –er, and –ir ending verbs.

VI. Spanish (Kindergarten)

Kindergarten Spanish	
Desired Results	
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p>Students will be able to use Spanish 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.</p> <p>7.1 World Languages</p> <p>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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>7.1.NM.A.02 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.</p> <p>7.1.NM.B.03-Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.</p> <p>7.1.NM.B.04 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.</p>	
<p>Understandings: <i>What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • People express themselves in different ways. • We see evidence of other cultures in our homes and in our country. 	<p>Essential Questions: <i>What questions will foster inquiry, understanding, and transfer learning?</i></p> <ul style="list-style-type: none"> • Communication: <i>How do I identify people and things in another language?</i> • Cultures: <i>What languages do people speak in Readington?</i> • Connections: <i>Which animals live at home with families?</i>

- *Other countries are similar and different than our country of the United States of America*
- *Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.*
- *Others, around the world, communicate in different languages.*

Cultural Connections for the Year (Some, or all of the following will be introduced):

- Primero de Mayo or Día del Trabajo or Día del Trabajador; a national holiday celebrated in most Spanish-speaking countries, equivalent to the U.S. Labor Day.
- *Año Nuevo*, New Year's Day
- January 6th, *Epiphany*
- The day before Ash Wednesday; *Carnaval*, an official Mexican holiday that kicks off a five-day celebration of the libido before the Catholic Lent. Beginning the weekend before Lent, *Carnaval* is celebrated exuberantly with parades, floats and dancing in the streets.
- May 1 *Labor Day*
- May 5 *Cinco de Mayo* (México). Commemorates de victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico's Independence Day, which is actually September 16.
- October 12th *Columbus Day*
November 1st *Día de los Muertos* (Mexico; All Saint's Day)

- Comparisons: *What are families like?*
- Communities: *Where do I see or hear another language spoken in or around Readington?*

Students will know/learn...What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

Students will be able to...

What can students eventually be able to do as a result of such knowledge and skill?

- Greet people.
- Introduce themselves to others.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “*Me llamo, _____*” or “*Mi nombre es, _____*”
- Identify and recite the primary colors in Spanish.
- State one’s own name in Spanish.
- Count up to ten in Spanish in ascending order.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world

Assessment Evidence

Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

Communication in Spanish (How do I use the Spanish language to communicate to others?)

- Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language)
 - Respond appropriately to greetings and farewells
 - Express lack of understanding or need for repetition
 - Answer questions about general health
- Developing/Advancing Proficiency (All of the above, in addition to...)
 - Exchange greetings and farewells; introduce self
 - Respond to simple yes/no and either/or questions
 - Ask and answer information about general health

Interpretive (How do I understand what others are trying to communicate in another language?)

- Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language)
 - React with gestures or drawings to verbal cues and commands
- Developing/Advancing Proficiency (All of the above, in addition to...)
 - React by responding aloud

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
 - Rubrics
 - Teacher Observation
 - Speaking presentations
 - Self-assessments
 - Student participation
 - Work completion

Interpersonal Assessment:

- Beginning/Emerging Proficiency
 - Respond to greetings and farewells and frequent questions
 - Follow simple instructions through actions
 - Express likes and dislikes using visual cues
- Developing Proficiency (All of the above, in addition to...)
 - Exchange names, greetings, and farewells, using appropriate cultural gestures
 - Give and follow simple instructions through actions and by participating in games
- Advancing Proficiency (All of the above, in addition to...)
 - Give and follow instructions with partners

<p>Presentational (How do I present information, concepts, and ideas in another language in a way that is understood?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Sing or chant aloud as part of a group Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Sing or chant alone <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Participate in teacher-directed age-appropriate songs, poems, and chants Recognize appropriate gestures and oral greetings and farewells Identify music, art, poetry, or proverbs from other cultures. Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Participate in age-appropriate songs, poems, and chants without direction Use appropriate gestures and oral greetings and farewells Demonstrate an understanding of music, art, poetry, or proverbs by reacting via drawings or gestures <p>Connecting with Other Disciplines and Acquiring Information Assessment Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Identify animals that live at home Count from 0-12 Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Describe animals that live at home Identify 0-12 out of order <p>Intradisciplinary (How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Experience age-appropriate material written 	<ul style="list-style-type: none"> during classroom activities Exchange information about likes and dislikes of foods, activities, and various people Exchange detailed descriptions of activities at home and at school <p>Interpretive Assessment:</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions Show limited comprehension to simple questions and statements about a verbal conversation Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify people or objects described in verbal directions Express an understanding of the main idea or a verbal conversation Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify qualities of other people or objects described in verbal or written descriptions Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational Assessment</p> <ul style="list-style-type: none"> Beginning Proficiency <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare illustrated stories and share as part of a group Recite or dramatize songs, short anecdotes or poems Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Give simple presentations about self, family and friends, and familiar objects or activities Prepare illustrated stories and share with an audience such as the class Retell stories orally Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Exchange this information about self, family and friends, and familiar objects with others, in and outside the class Prepare and share stories with a partner Tell stories based on experience or memory
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<p>for native speakers</p> <ul style="list-style-type: none"> Developing/Advancing <ul style="list-style-type: none"> React to material written for native speakers <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Recognize cognates Show an awareness of the use of formal and informal language Report the differences and similarities between the sound and writing systems of their own language and the target language. Developing/Advancing <ul style="list-style-type: none"> Cite examples of words borrowed from the Spanish language Use formal language in some common situations Use the appropriate pronunciation of sounds unique to the Spanish language. <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Demonstrate an awareness that gestures are an important part of communication Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own Developing/Advancing <ul style="list-style-type: none"> Compare simple patterns of behavior or interaction in various cultures and their own Compare and contrast intangible products, such as fairytales and songs, from Mexico or Costa Rico and their own <p>Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for Kindergarten students new to the Spanish language) <ul style="list-style-type: none"> Identify where Spanish can be seen and heard Write and illustrate stories Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment Read picture books in Spanish Developing/Advancing <ul style="list-style-type: none"> Bring in products from Mexico or Costa Rico for class observation and discussion Share original stories with the class 	<p>orally in Spanish</p> <p>Cultural Awareness Assessment</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency <ul style="list-style-type: none"> Recognize and identify appropriate gestures and oral expressions for daily interactions Observe and identify products and symbols of the culture studied, such as flags, toys, and dress. Experience songs, artwork or children's literature from the culture studied Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Use appropriate gestures and oral expressions when engaged in daily interactions with teacher Use appropriate gestures and oral expressions when engaged in daily interactions with teacher Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Discuss simple patterns of behavior in these settings Use appropriate gestures and oral expressions when engaged in daily interactions with classmates
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<ul style="list-style-type: none"> ○ Attend cultural events or social activities or view them in the media ○ Visit websites in Spanish or about the cultures studied 	
Resources for Instruction	
<p>Textbook: No formal textbook.</p> <p>Internet Sites:</p> <p>www.quizlet.com</p> <p>http://www.duolingo.com</p> <p>https://www.youtube.com/watch?v=ldF4o3jc07A (Los animals Sing with Senor)</p> <p>www.quizlet.com</p> <p>http://www.duolingo.com</p> <p>www.linguascope.com</p> <p>http://linguascope.com/</p> <p>http://onlinefreespanish.com/</p> <p>http://spanishspanish.com/</p> <p>http://www.spanish-games.net/</p> <p>http://www.bbc.co.uk/schools/primarylanguages/spanish/</p> <p>http://cvc.cervantes.es/ensenanza/mimundo/default.htm</p> <p>http://interactivesites.weebly.com/spanish.html</p> <p>http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php</p>	

VII. Spanish (Grade 1)

First Grade Spanish
Desired Results
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p>Students will be able to use Spanish 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.</p> <p>7.1 World Languages</p> <p>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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>7.1.NM.A.01 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.02 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.</p> <p>7.1.NM.A.03 -Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.0.4-Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p>7.1.NM.A.05-Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.01- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B02 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate</p>

classroom and cultural activities.

7.1.NM.B.03 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

7.1.NM.B.04 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.

7.1.NM.B.05 -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.02 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.03 -Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.04 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.05 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Use correctly “to have” [*tener*] in Spanish
- Use “how many” [*Cuántos*] in Spanish
- Use correctly “have” [*tengo*] in Spanish

Cultural Connections for the Year (Some, or all will be introduced):

- Primero de Mayo or Día del Trabajo or Día del Trabajador; a national holiday celebrated in most Spanish-speaking countries, equivalent to the U.S. Labor Day.
- *Año Nuevo*, New Year’s Day
- January 6th, *Epiphany*
- The day before Ash Wednesday; *Carnaval*, an official Mexican holiday that kicks off a five-day celebration of the libido before the Catholic Lent. Beginning the weekend before Lent, *Carnaval* is celebrated exuberantly with parades, floats and dancing in the streets.
- May 1 *Labor Day*
- May 5 *Cinco de Mayo* (México). Commemorates de victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- Communication: *How do I identify people and things in another language?*
- Cultures: *What languages do people speak in Readington?*
- Connections: *Which animals live at home with families?*
- Comparisons: *What are families like?*
- Communities: *Where do I see or hear another language spoken in or around Readington?*

population. It is not, as many people think, Mexico's Independence Day, which is actually September 16.

- October 12th *Columbus Day*
- November 1st *Día de los Muertos* (Mexico; All Saint's Day)

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.
- Engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Students will be able to...

What can students eventually be able to do as a result of such knowledge and skill?

- Greet people.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, "*Me llamo, _____*" or "*Mi nombre es, _____*"
- Identify and recite the primary and secondary colors in Spanish.
- State one's own name in Spanish.
- Count up to twenty in Spanish in ascending order.
- Count backwards from ten to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Verbally state how old they are in Spanish.
- Identify "feeling" words and verbally express how they are feeling in Spanish.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world.
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use correctly "to have" [*tener*] in Spanish
- Respond correctly in Spanish to the question, "*What do you have?*" [*Qué tienes...*]
- Correctly use "I have" [*tengo*] in Spanish.

- Use “how many” [cuántos] in Spanish
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.
- Identify clothing items worn in specific seasons (i.e., sweater [suéter]; hat [sombrero]; scarf [bufanda]; gloves [guantes]; pants [pantalones]; bathing suit [traje de baño])
- Identify and name animals that are associated as family pets (i.e., cat [gato]; dog [perro]; rabbit [conejo]; horse [caballo])
- Identify and name animals that are associated as family pets (i.e., cat [gato]; dog [perro]; rabbit [conejo]; horse [caballo]; etc.)
- Identify and name farm animals (i.e., pig [cerdo]; horse [caballo]; rooster [gallo]; chicken [pollo]; sheep [oveja], etc.)

Assessment Evidence

Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

Communication in Spanish (How do I use the Spanish language to communicate to others?)

- Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language)
 - Respond appropriately to greetings and farewells
 - Express lack of understanding or need for repetition
 - Answer questions about general health
- Developing/Advancing Proficiency (All of the above, in addition to...)
 - Exchange greetings and farewells; introduce self
 - Respond to simple yes/no and either/or questions
 - Ask and answer information about general health

Interpretive (How do I understand what others are trying to communicate in another language?)

- Beginning/Emerging Proficiency (Appropriate level for Kindergarten students new to the Spanish language)
 - React with gestures or drawings to verbal cues and commands
- Developing/Advancing Proficiency (All of the above, in addition to...)
 - React by responding aloud

Presentation

(How do I present information, concepts, and ideas in another language in a way that is understood?)

- Beginning/Emerging Proficiency (Appropriate level for First grade students new to the Spanish language)
 - Sing or chant aloud as part of a group
- Developing/Advancing Proficiency (All of the above, in addition to...)

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
 - Rubrics
 - Teacher Observation
 - Speaking presentations
 - Self-assessments
 - Student participation
 - Work completion
 - Pronounce and use the vocabulary correctly.
 - Show verbal or non-verbal indications of comprehension.
 - Identifying properly the day of the week.
 - Identify and recognize the primary and secondary colors.
 - Count aloud in ascending order from zero to at least twenty, some students; thirty.
 - Count in descending order from ten to zero.
 - Are engaged in Spanish activities.
 - Tell and recognize the parts of the face.
 - Use of the verb “to have” [tener] in Spanish
 - Understand the use of “how many” [Cuántos] in Spanish
 - Identify shapes verbally in Spanish.

Interpersonal Assessment:

- Beginning/Emerging Proficiency
 - Respond to greetings and farewells and frequent questions
 - Follow simple instructions through actions

<p>○ Sing or chant alone</p> <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for First grade students new to the Spanish language) <ul style="list-style-type: none"> Participate in teacher-directed age-appropriate songs, poems, and chants Recognize appropriate gestures and oral greetings and farewells Identify music, art, poetry, or proverbs from other cultures. Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Participate in age-appropriate songs, poems, and chants without direction Use appropriate gestures and oral greetings and farewells Demonstrate an understanding of music, art, poetry, or proverbs by reacting via drawings or gestures <p>Connecting with Other Disciplines and Acquiring Information Assessment</p> <p>Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for First grade students new to the Spanish language) <ul style="list-style-type: none"> Identify animals that live at home Count from 0-12 Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Describe animals that live at home Identify 0-12 out of order <p>Intradisciplinary (How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for First Grade students new to the Spanish language) <ul style="list-style-type: none"> Experience age-appropriate material written for native speakers Developing/Advancing <ul style="list-style-type: none"> React to material written for native speakers <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for First grade students new to the Spanish language) 	<ul style="list-style-type: none"> Express likes and dislikes using visual cues <ul style="list-style-type: none"> Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Exchange names, greetings, and farewells, using appropriate cultural gestures Give and follow simple instructions through actions and by participating in games Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Give and follow instructions with partners during classroom activities Exchange information about likes and dislikes of foods, activities, and various people Exchange detailed descriptions of activities at home and at school <p>Interpretive Assessment:</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions Show limited comprehension to simple questions and statements about a verbal conversation Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify people or objects described in verbal directions Express an understanding of the main idea or a verbal conversation Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify qualities of other people or objects described in verbal or written descriptions Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational Assessment</p> <ul style="list-style-type: none"> Beginning Proficiency <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare illustrated stories and share as part of a group Recite or dramatize songs, short anecdotes or poems Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Give simple presentations about self, family and friends, and familiar objects or activities
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<ul style="list-style-type: none"> ○ Recognize cognates ○ Show an awareness of the use of formal and informal language ○ Report the differences and similarities between the sound and writing systems of their own language and the target language. ● Developing/Advancing <ul style="list-style-type: none"> ○ Cite examples of words borrowed from the Spanish language ○ Use formal language in some common situations ○ Use the appropriate pronunciation of sounds unique to the Spanish language. <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for First grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Demonstrate an awareness that gestures are an important part of communication ○ Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own ● Developing/Advancing <ul style="list-style-type: none"> ○ Compare simple patterns of behavior or interaction in various cultures and their own ○ Compare and contrast intangible products, such as fairytales and songs, from Mexico or Costa Rica and their own <p>Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for First grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Identify where Spanish can be seen and heard ○ Write and illustrate stories ○ Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment ○ Read picture books in Spanish ● Developing/Advancing <ul style="list-style-type: none"> ○ Bring in products from Mexico or Costa Rica for class observation and discussion ○ Share original stories with the class ○ Attend cultural events or social activities or view them in the media ○ Visit websites in Spanish or about the cultures studied 	<ul style="list-style-type: none"> ● Prepare illustrated stories and share with an audience such as the class ● Retell stories orally ● Advancing Proficiency (All of the above, in addition to...) ● Exchange this information about self, family and friends, and familiar objects with others, in and outside the class ● Prepare and share stories with a partner ● Tell stories based on experience or memory orally in Spanish <p>Cultural Awareness Assessment</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency <ul style="list-style-type: none"> ● Recognize and identify appropriate gestures and oral expressions for daily interactions ● Observe and identify products and symbols of the culture studied, such as flags, toys, and dress. ● Experience songs, artwork or children's literature from the culture studied ● Developing Proficiency (All of the above, in addition to...) ● Use appropriate gestures and oral expressions when engaged in daily interactions with teacher ● Use appropriate gestures and oral expressions when engaged in daily interactions with teacher ● Advancing Proficiency (All of the above, in addition to...) ● Discuss simple patterns of behavior in these settings ● Use appropriate gestures and oral expressions when engaged in daily interactions with classmates
Resources for Instruction	
<p>Textbook: No formal textbook.</p> <p>Internet Sites:</p> <p>www.quizlet.com</p>	

<http://www.duolingo.com>
www.linguiscope.com
<http://linguscope.com/>
<http://onlinefreespanish.com/>
<http://spanishspanish.com/>
<http://www.spanish-games.net/>
<http://www.bbc.co.uk/schools/primarylanguages/spanish/>
<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
<http://interactivesites.weebly.com/spanish.html>
<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>

Second Grade Spanish

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Students will be able to use Spanish 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.

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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

7.1.NM.A.01 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.02 - Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

7.1.NM.A.03 - Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.04 - Identify familiar people, places, and objects based on simple oral and /or written descriptions.

7.1.NM.A.05 - Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.01 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.02 - Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.03 - Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

7.1.NM.B.04 - Ask and respond to simple questions make requests and express preferences using memorized words and phrases.

7.1.NM.B.05 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.02 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.03 - Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.04 - Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.05 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What*

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

misunderstandings are predictable?

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Continue to use correctly “to have” [*tener*] in Spanish
- Continue to use “how many” [*Cuántos*] in Spanish
- Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]

Cultural Connections for the Year will include some, or all of the following:

- March 31 Cesar Chavez holiday (California, Arizona and Texas). This holiday honors the Mexican-American labor and civil rights activist who gained attention in the 1960s as the leader of the United Farm Workers. His non-violent advocacy approach earned him worldwide respect. California, Arizona and Texas have made the day a state holiday; other states are considering doing so.
- *La Semana Santa* or Easter and the Holy Week: Observed in Spain, Mexico and all of Latin America. Easter is one of the highest holy days of the year. The week leading up to Easter involves solemn processions, prayer, masses and other preparation for Jesus’ rebirth. Customs in the United States include Mexicans’ *cascarones*, the Mexican version of an Easter egg or eggshells, filled with confetti. They are meant to be cracked on someone’s head as a funny surprise
- May 5 *Cinco de Mayo* (México). Commemorates the victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico’s Independence Day, which is actually September 16.

- Communication: *How do I identify people and things in another language?*
- Cultures: *What languages do people speak in Readington?*
- Connections: *Which animals live at home with families?*
- Comparisons: *What are families like?*
- Communities: *Where do I see or hear another language spoken in or around Readington?*

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.

- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics
- Demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- Acquire and use information from a variety of sources only available in the world language.
- Demonstrate literacy and an understanding of the nature of the Spanish language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.
- Engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Students will be able to... *What can students eventually be able to do as a result of such knowledge and skill?*

Beginning/Emerging

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by speaking, “*Me llamo, _____*” or writing “*Mi nombre es, _____*”
- Verbally respond to “*Yo quiero*” [I want...] “*Me gusta...*” [I like...] and “*No me gusta...*” [I do not like...] and “*Me encanta...*” [I love...]
- Identify and recite the primary colors in Spanish.
- Identify and recall main body parts in Spanish; stomach, back, elbow, arm, leg, foot, etc.
- State one’s own name in Spanish.
- Count up from zero to 50 in Spanish in ascending order.
- Count backwards from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two dimensional and three dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use correctly “to have” [*tener*] in Spanish
- Respond correctly in Spanish to the question, “*What do you have?*” [*Qué tienes...*]
- Correctly use “I have” [*tengo*] in Spanish.
- Use “how many” [*cuántos*] in Spanish
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.
- Identify clothing items worn in specific seasons (i.e., sweater [*suéter*]; hat [*sombrero*]; scarf [*bufanda*]; gloves [*guantes*]; pants [*pantalones*]; bathing suit [*traje de baño*])
- Identify and name animals that are associated as family pets (i.e., cat [*gato*]; dog [*perro*]; rabbit [*conejo*]; horse [*caballo*])

Assessment Evidence

Performance Indicators and Tasks:

Other Evidence:

<ul style="list-style-type: none"> • <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i> • <i>By what criteria will performance of understandings be judged?</i> <p>Communication in Spanish (How do I use the Spanish language to communicate to others?)</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency (Appropriate level for second grade students or students new to the Spanish language) <ul style="list-style-type: none"> ◦ Respond appropriately to greetings and farewells ◦ Express lack of understanding or need for repetition ◦ Answer questions about general health • Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ◦ Exchange greetings and farewells; introduce self ◦ Respond to simple yes/no and either/or questions ◦ Ask and answer information about general health <p>Interpretive (How do I understand what others are trying to communicate in another language?)</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency (Appropriate level for second grade students or students new to the Spanish language) <ul style="list-style-type: none"> ◦ React with gestures or drawings to verbal cues and commands • Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ◦ React by responding aloud <p>Presentational (How do I present information, concepts, and ideas in another language in a way that is understood?)</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> ◦ Sing or chant aloud as part of a group • Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ◦ Sing or chant alone <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency (Appropriate level for Second grade students or students new to the spanish language.) <ul style="list-style-type: none"> ◦ Participate in teacher-directed age-appropriate songs, poems, and chants ◦ Recognize appropriate gestures and oral 	<p><i>Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?</i></p> <p>Other Evidence:</p> <ul style="list-style-type: none"> • Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> • Rubrics • Teacher Observation • Speaking presentations • Self-assessments • Student participation • Work completion <p>Interpersonal Assessment:</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency <ul style="list-style-type: none"> • Respond to greetings and farewells and frequent questions • Follow simple instructions through actions • Express likes and dislikes using visual cues • Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> • Exchange names, greetings, and farewells, using appropriate cultural gestures • Give and follow simple instructions through actions and by participating in games • Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> • Give and follow instructions with partners during classroom activities • Exchange information about likes and dislikes of foods, activities, and various people • Exchange detailed descriptions of activities at home and at school <p>Interpretive Assessment:</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions • Show limited comprehension to simple questions and statements about a verbal conversation • Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> • Identify people or objects described in verbal directions • Express an understanding of the main idea or a verbal conversation • Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
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<ul style="list-style-type: none"> greetings and farewells <ul style="list-style-type: none"> Identify music, art, poetry, or proverbs from other cultures. Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Participate in age-appropriate songs, poems, and chants without direction Use appropriate gestures and oral greetings and farewells Demonstrate an understanding of music, art, poetry, or proverbs by reacting via drawings or gestures <p>Connecting with Other Disciplines and Acquiring Information Assessment</p> <p>Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> Identify animals that live at home Count from 0-50 Developing/Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Describe animals that live at home Identify 0-50 out of order <p>Intradisciplinary (How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> Experience age-appropriate material written for native speakers Developing/Advancing <ul style="list-style-type: none"> React to material written for native speakers <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> Recognize cognates Show an awareness of the use of formal and informal language Report the differences and similarities between the sound and writing systems of their own language and the target language. Developing/Advancing 	<ul style="list-style-type: none"> Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify qualities of other people or objects described in verbal or written descriptions Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational Assessment</p> <ul style="list-style-type: none"> Beginning Proficiency <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare illustrated stories and share as part of a group Recite or dramatize songs, short anecdotes or poems Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Give simple presentations about self, family and friends, and familiar objects or activities Prepare illustrated stories and share with an audience such as the class Retell stories orally Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Exchange this information about self, family and friends, and familiar objects with others, in and outside the class Prepare and share stories with a partner Tell stories based on experience or memory orally in Spanish <p>Cultural Awareness Assessment</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency <ul style="list-style-type: none"> Recognize and identify appropriate gestures and oral expressions for daily interactions Observe and identify products and symbols of the culture studied, such as flags, toys, and dress. Experience songs, artwork or children's literature from the culture studied Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Use appropriate gestures and oral expressions when engaged in daily interactions with teacher Use appropriate gestures and oral expressions when engaged in daily interactions with teacher Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Discuss simple patterns of behavior in these settings
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<ul style="list-style-type: none"> ○ Cite examples of words borrowed from the Spanish language ○ Use formal language in some common situations ○ Use the appropriate pronunciation of sounds unique to the Spanish language. <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> ○ Demonstrate an awareness that gestures are an important part of communication ○ Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own ● Developing/Advancing <ul style="list-style-type: none"> ○ Compare simple patterns of behavior or interaction in various cultures and their own ○ Compare and contrast intangible products, such as fairytales and songs, from Mexico or Costa Rico and their own <p>Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for second grade students or students new to the Spanish language.) <ul style="list-style-type: none"> ○ Identify where Spanish can be seen and heard ○ Write and illustrate stories ○ Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment ○ Read picture books in Spanish ● Developing/Advancing <ul style="list-style-type: none"> ○ Bring in products from Mexico, Spain, Costa Rico, or another Spanish speaking country for class observation and discussion ○ Share original stories with the class ○ Attend cultural events or social activities or view them in the media ○ Visit websites in Spanish or about the cultures studied 	<ul style="list-style-type: none"> ○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates
Resources for Instruction	
<p>Textbook: No formal textbook.</p> <p>Internet Sites: www.quizlet.com http://www.duolingo.com www.linguiscope.com www.quizlet.com http://www.duolingo.com</p>	

<https://www.youtube.com/watch?v=ldF4o3jc07A> (Los animals Sing with Senor)
www.quizlet.com
<http://www.duolingo.com>
www.linquiscoppe.com
<http://linguascoppe.com/>
<http://onlinefreespanish.com/>
<http://spanishspanish.com/>
<http://www.spanish-games.net/>
<http://www.bbc.co.uk/schools/primarylanguages/spanish/>
<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
<http://interactivesites.weebly.com/spanish.html>
<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>

Third Grade Spanish

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Students will be able to use Spanish 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.

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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

7.1.NM.A.01 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.02 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

7.1.NM.A.03 -Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.0.4-Identify familiar people, places, and objects based on simple oral and /or written descriptions.

7.1.NM.A.05-Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.01- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B02 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.03 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

7.1.NM.B.04 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.

7.1.NM.B.05 -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.02 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.03 -Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.04 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.05 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Continue to use correctly “to have” [*tener*] in Spanish
- Continue to use “how many” [*Cuántos*] in Spanish
- Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]
- Begin to use the interrogative [*donde*] to ask someone where do you live?
- Verbally respond and communicate using the verbs “Hay” for is/are.

Cultural Connections for the Year Include some, or all of the following:

Review of:

- March 31 Cesar Chavez holiday (California, Arizona and Texas). This holiday honors the Mexican-American labor and civil rights activist who gained attention in the 1960s as the leader of the United Farm Workers. His non-violent advocacy approach earned him worldwide respect. California, Arizona and Texas have made the day a state holiday; other states are considering doing so.
- *La Semana Santa* or Easter and the Holy Week: Observed in Spain, Mexico and all of Latin America. Easter is one of the highest holy days of the year. The week leading up to Easter involves solemn processions, prayer, masses and other preparation for Jesus’ rebirth. Customs in the United States include Mexicans’ *cascarones*, the Mexican version of an Easter egg or eggshells, filled with confetti. They are meant to be cracked on someone’s head as a funny surprise
- May 5 *Cinco de Mayo* (México). Commemorates de victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico’s Independence Day, which is actually September 16.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- Communication: *How do I identify people and things in another language? What information do you need to get to know someone from another country? How does one express their needs in Spanish?*
- Cultures: *What languages do people speak in Readington?*
- Connections: *Which animals live at home with families? What animals live on farms?*
- Comparisons: *What are families like? How do I talk about myself in Spanish?*
- Communities: *Where do I see or hear another language spoken in or around Readington?*

Introduce:

- October 12 - Día de la Hispanidad. Also known as Día de La Raza in several Latin American countries. (Latin America, US)
- December 16-24 - Las Posadas (Mexico, Guatemala and other Central American countries)
- January 1- Año Nuevo (New Year's Day)
- February 24 - Flag Day (Mexico)
- June – Día del Padre (Father's Day) – Most Latin American countries celebrate Father's Day in June (date varies)

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

Students will be able to...

What can students eventually be able to do as a result of such knowledge and skill?

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “*Me llamo, _____*” or “*Mi nombre es, _____*”
- Identify and recite the primary colors in Spanish.
- State one's own name in Spanish.
- Count up from zero to fifty in Spanish in ascending order.
- Some students will be able to count from zero to 100 in ascending order.
- Count by base ten from zero to one-hundred in Spanish orally. (ten, twenty, thirty...)
- Recall and express in Spanish tomorrow's date and yesterday's date.
- Count in descending order from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two dimensional and three dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, hexagon, star, diamond, heart, oval) in the target language.
- Describe the weather orally with picture cards.

- Name and describe school subjects in Spanish.
- Describe one's personal character traits in Spanish.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use correctly "to have" [*tener*] in Spanish
- Respond correctly in Spanish to the question, "What do you have?" [*Qué tienes...*]
- Correctly use "I have" [*tengo*] in Spanish.
- Use "how many" [*cuántos*] in Spanish
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.
- Identify clothing items worn in specific seasons (i.e., sweater [suéter]; hat [sombrero]; scarf [bufanda]; gloves
- Recall and identify rooms in the house.

Assessment Evidence

Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

Communication in Spanish (How do I use the Spanish language to communicate to others?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - Respond appropriately to greetings and farewells
 - Express lack of understanding or need for repetition
 - Express feelings and general health
 - Express likes and dislikes
- Developing/Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Exchange greetings and farewells; introduce self
 - Respond to simple yes/no and either/or questions
 - Exchange information about health and feelings
 - Share likes and dislikes with each other

Interpretive (How do I understand what others are trying to communicate in another language?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - React with gestures or drawings to verbal cues and commands
 - React with gestures or drawings to stories and descriptions

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
 - Rubrics
 - Teacher Observation
 - Speaking presentations
 - Self-assessments
 - Student participation
 - Work completion

Interpersonal Assessment:

- Beginning/Emerging Proficiency
 - Respond to greetings and farewells and frequent questions
 - Follow simple instructions through actions
 - Express likes and dislikes using visual cues
- Developing Proficiency (All of the above, in addition to...)
 - Exchange names, greetings, and farewells, using appropriate cultural gestures
 - Give and follow simple instructions through actions and by participating in games
- Advancing Proficiency (All of the above, in addition to...)
 - Give and follow instructions with partners during classroom activities
 - Exchange information about likes and dislikes of foods, activities, and various

<ul style="list-style-type: none"> Developing/Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> React by responding aloud or in writing Identify main ideas and characters in stories and descriptions <p>Presentational (How do I present information, concepts, and ideas in another language in a way that is understood?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> Illustrate or dramatize stories Give key words as a description Sing or read aloud as part of a group Developing/Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> Tell or retell a story Describe in short phrases Sing or read aloud to others <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> Participate in age-appropriate songs and celebrations from Hispanic countries Recognize and use appropriate gestures and oral greetings and farewells Recognize situations when formal or informal is to be used Identify symbols from Hispanic countries such as toys, dress, or foods Identify music, poetry, art, or proverbs of Hispanic countries Developing/Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> Identify cultural inferences in songs and celebrations Use appropriate gestures and oral expressions for common classroom interactions Explain the difference between formal and information situations Create original products, for example, masks, based on those of Hispanic countries Demonstrate an understanding of art by 	<ul style="list-style-type: none"> people Exchange detailed descriptions of activities at home and at school <p>Interpretive Assessment:</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions Show limited comprehension to simple questions and statements about a verbal conversation Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify people or objects described in verbal directions Express an understanding of the main idea or a verbal conversation Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Identify qualities of other people or objects described in verbal or written descriptions Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational Assessment</p> <ul style="list-style-type: none"> Beginning Proficiency <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare illustrated stories and share as part of a group Recite or dramatize songs, short anecdotes or poems Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Give simple presentations about self, family and friends, and familiar objects or activities Prepare illustrated stories and share with an audience such as the class Retell stories orally Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Exchange this information about self, family and friends, and familiar objects with others, in and outside the class Prepare and share stories with a partner Tell stories based on experience or memory orally in Spanish <p>Cultural Awareness Assessment</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency
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<p>reacting via drawings or gestures</p> <p>Connecting with Other Disciplines and Acquiring Information Assessment</p> <p>Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)</p> <ul style="list-style-type: none"> • Beginning/Emerging Proficiency (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Identify maps of Hispanic countries ○ Describe the weather in different seasons ○ Identify animals and insects ○ Count in Spanish from 0-100 ○ Identify the planets that correspond to the days of the week • Developing/Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Locate geographical highlights and neighboring countries on a map of the Hispanic world ○ Describe the weather in Hispanic countries ○ Identify animals indigenous to selected Hispanic countries ○ Recognize differences in the monetary systems ○ Identify all the planets in Spanish <p>Intradisciplinary (How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> • Beginning/Emerging (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Experience age-appropriate authentic magazines and books written for children • Developing/Advancing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ React to material written for children whose first language is Spanish <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)</p> <ul style="list-style-type: none"> • Beginning/Emerging (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Recognize cognates ○ Show an awareness of the use of formal and informal language ○ Report the differences and similarities between the sound and writing systems of their own language and the Spanish language. 	<ul style="list-style-type: none"> ○ Recognize and identify appropriate gestures and oral expressions for daily interactions ○ Observe and identify products and symbols of the culture studied, such as flags, toys, and dress. ○ Experience songs, artwork or children's literature from the culture studied <ul style="list-style-type: none"> • Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ○ Use appropriate gestures and oral expressions when engaged in daily interactions with teacher ○ Use appropriate gestures and oral expressions when engaged in daily interactions with teacher • Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ○ Discuss simple patterns of behavior in these settings ○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates
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- Developing/Advancing (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Cite examples of words borrowed from the Spanish language
 - Use formal language in some common situations
 - Use the appropriate pronunciation of sounds unique to the Spanish language.

Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)

- Beginning/Emerging (Appropriate level for third grade students new to the Spanish language)
 - Demonstrate an awareness that gestures are an important part of communication
 - Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own
- Developing/Advancing (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Compare simple patterns of behavior or interaction in various cultures and their own
 - Compare and contrast intangible products, such as fairytales and songs, from the Hispanic culture and their own

Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)

- Beginning/Emerging (Appropriate level for third grade students new to the Spanish language)
 - Identify where Spanish can be seen and heard
 - Write and illustrate stories
 - Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment
 - Read picture books in Spanish
- Developing/Advancing (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Bring in products from the Hispanic world or with information in Spanish for class observation and discussion, for example, electric bills, grocery labels from boxes and cans, directions
 - Share original stories with the class
 - Attend cultural events or social activities or view them in the media
 - Visit websites in Spanish or about the cultures studied

Resources for Instruction

Textbook: No formal textbook.

Internet Sites:

www.quizlet.com

<http://www.duolingo.com>

www.languagenut.com

www.quizlet.com

<http://www.duolingo.com>

<https://www.youtube.com/watch?v=ldF4o3jc07A> (Los animals Sing with Senor)

www.quizlet.com

<http://www.duolingo.com>

www.linguiscope.com

<http://linguscope.com/>

<http://onlinefreespanish.com/>

<http://spanishspanish.com/>

<http://www.spanish-games.net/>

<http://www.bbc.co.uk/schools/primarylanguages/spanish/>

<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>

<http://interactivesites.weebly.com/spanish.html>

<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>

VIII. Spanish (Grade 4)

Fourth Grade Spanish

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Students will be able to use Spanish 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.

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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

7.1.NM.A.01 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.02 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

7.1.NM.A.03 -Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.0.4-Identify familiar people, places, and objects based on simple oral and /or written descriptions.

7.1.NM.A.05-Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.01- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B02 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.03 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily

interactions.

7.1.NM.B.04 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.

7.1.NM.B.05 -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.02 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.03 -Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.04 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.05 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Continue to use correctly “to have” [*tener*] in Spanish
- Continue to use “how many” [*Cuántos*] in Spanish
- Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]
- Begin to use the interrogative [*donde*] to ask someone where do you live?
- *Me gustan*
- *Me encantan*
- Respond correctly in Spanish to the question: “Where do you live?” [*Donde vives?*]

Cultural Connections for the Year include some, or all of the following:

Review of:

- October 12 - Día de la Hispanidad. Also known as Día de La Raza in several Latin American countries. (Latin America, US)
- November 19 - Feast of Nuestra Señora de la Divina Providencia (Our Lady of Divine Providence), patron of Puerto Rico. This is one of the many Puerto Rican holidays.
- January 1- Día de Año Nuevo (New Year’s Day)
- June – Día del Padre (Father’s Day) – Most Latin American countries celebrate Father’s Day in June
- November 19 - Feast of Nuestra Señora de la Divina Providencia (Our Lady of Divine Providence), patron of Puerto Rico. This is one of the many Puerto Rican holidays.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- Communication: *How do I identify people and things in another language? What information do you need to get to know someone from another country? How does one express their needs in Spanish? What is my day at like at school? How is my day different and/ or similar to someone’s school day in a Spanish speaking country?*
- Cultures: *What is life like for a young person in Puerto Rico?*
- Connections: *Where is Puerto Rico and what are some important geographical and weather characteristics of this area?*
- Comparisons: *What are families like in Puerto Rico? How do my activities compare to those of a young person in Puerto Rico?*
- Communities: *How can I share what I learned about Puerto Rico with others at home?*

<ul style="list-style-type: none"> • (date varies) <p>Introduce:</p> <ul style="list-style-type: none"> • <i>Reyes Magos</i> • <i>Carnaval</i> • July 25th- Puerto Rico Constitution Day <i>Constitución de Puerto Rico</i> An official Commonwealth of Puerto Rico holiday. Formerly called Occupation Day, commemorating the anniversary of the landing of American troops at Guántica in 1898. • Acción de Gracias or Día de Acción de Gracias • <i>Noche Buena</i> 	
<p>Students will know/learn...<i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i></p> <ul style="list-style-type: none"> • Use Spanish to communicate with others. • Understand what others are trying to communicate in Spanish. • Present information, concepts, and ideas in Spanish so that it is understood. • My understanding of culture will help me to communicate and function in other cultures. • In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics • In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication. • In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language. • In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages. • In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation. • In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics. • In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information. <p>Students will be able to... <i>What can students eventually be able to do as a result of such knowledge and skill?</i></p> <p>Beginning:</p> <ul style="list-style-type: none"> • Greet people in Spanish. • Introduce themselves to others in Spanish. • Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands. • Respond to classroom directions. • Count the number of words in syllables and number of syllables in words. • Use and respond to basic greetings and farewells. • Verbally introduce self by saying, “<i>Me llamo, _____</i>” or “<i>Mi nombre es, _____</i>” • Identify and recite the primary colors in Spanish. • State one’s own name in Spanish. • Count up from zero to 50 in Spanish in ascending order. • Count in descending order from twenty to zero in Spanish. • Utilize the adjectives to describe big, medium, and small; <i>grande</i> (big), <i>mediano</i> (medium), and <i>pequeño</i> (small). • Name and identify all two dimensional and three dimensional shapes in Spanish. 	

- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use correctly “to have” [*tener*] in Spanish
 - Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]
- Correctly use “I have” [*tengo*] in Spanish.
 - Use “how many” [*cuántos*] in Spanish
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.
- Identify clothing items worn in specific seasons (i.e., sweater [*suéter*]; hat [*sombrero*]; scarf [*bufanda*]; gloves [*guantes*]; pants [*pantalones*]; bathing suit [*traje de baño*])
- Identify and name animals that are associated as family pets (i.e., cat [*gato*]; dog [*perro*]; rabbit [*conejo*]; horse [*caballo*]; etc.)
- Identify and name farm animals (i.e., pig [*cerdo*]; horse [*caballo*]; rooster [*gallo*]; chicken [*pollo*]; sheep [*oveja*], etc.)

Emerging:

- Uses and writes single words and phrases from memory about myself and familiar topics.
- Uses and copies some highly practiced letters words or phrases.
- Communicates with others in the Spanish language semi-fluently with short phrases.
- Errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Developing:

- Uses and writes a small number of high-frequency words and highly practiced phrases from memory for basic biographical information and topics of high interest.
- Uses words, lists, and highly practiced phrases with a high degree of language accuracy.
- Communicates with others in the Spanish language semi-fluently with long phrases.
- Some errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Assessment Evidence

Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

Communication in Spanish (How do I use the Spanish language to communicate to others?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - Respond appropriately to greetings and farewells and frequent questions
 - Follow simple instructions through actions
 - Express information about general health and emotions
 - Express likes and dislikes using visual cues

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
 - Rubrics
 - Teacher Observation
 - Speaking presentations
 - Self-assessments
 - Student participation

<ul style="list-style-type: none"> ○ Describe self, others, and objects by listing characteristics ○ Express lack of understanding or need for repetition ● Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Exchange names, greetings and farewells using appropriate cultural gestures ○ Introduce self ○ Give and follow simple instructions through actions and by participating in games ○ Respond to simple yes/no and either/or questions ○ Exchange information about general health and feelings ○ Exchange information about likes and dislikes of foods, activities, and various people using visual cues with each other ○ Exchange description of self, others, objects, and activities ● Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Exchange essential information such as addresses and telephone numbers and common classroom interactions ○ Give and follow instructions with partners during classroom activities ○ Exchange and discuss information about general health and emotions ○ Exchange information about likes and dislikes of foods, activities, and various people ○ Exchange detailed descriptions of activities at home and at school <p>Interpretive (How do I understand what others are trying to communicate in another language?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> ○ React with gestures or drawings to verbal cues and commands or written descriptions ○ React with gestures or drawings to stories and descriptions ○ Show comprehension to simple questions and statements about a verbal or written story or conversation ● Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ React by responding aloud or in writing ○ Identify main ideas and characters in stories 	<ul style="list-style-type: none"> ● Work completion <p>Interpersonal Assessment:</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency <ul style="list-style-type: none"> ● Respond to greetings and farewells and frequent questions ● Follow simple instructions through actions ● Express likes and dislikes using visual cues ● Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ● Exchange names, greetings, and farewells, using appropriate cultural gestures ● Give and follow simple instructions through actions and by participating in games ● Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ● Give and follow instructions with partners during classroom activities ● Exchange information about likes and dislikes of foods, activities, and various people ● Exchange detailed descriptions of activities at home and at school <p>Interpretive Assessment:</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency <ul style="list-style-type: none"> ● React with gestures or drawings to verbal or written descriptions ● Show limited comprehension to simple questions and statements about a verbal conversation ● Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ● Identify people or objects described in verbal directions ● Express an understanding of the main idea or a verbal conversation ● Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation ● Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> ● Identify qualities of other people or objects described in verbal or written descriptions ● Respond appropriately to short-answer questions about a verbal story or conversation <p>Presentational Assessment</p> <ul style="list-style-type: none"> ● Beginning Proficiency <ul style="list-style-type: none"> ○ Convey meaning through gestures or through listing information ○ Prepare illustrated stories and share as part of a group
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and descriptions

- Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Identify qualities of the people or objects described in verbal or written descriptions
 - Discuss the main idea of a verbal or written story or conversation with the teacher
 - Respond appropriately to short-answer questions about a verbal or written story or conversation

Presentational

(How do I present information, concepts, and ideas in another language in a way that is understood?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - Illustrate or dramatize stories
 - Give key words as a description
 - Sing or read aloud as part of a group
 - Convey meaning through gestures or through listing information
 - Prepare illustrated stories and share as part of a group
 - Recite or dramatize songs, short anecdotes or poems
 - Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studied
- Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Tell or retell a story
 - Describe in short phrases
 - Sing or read aloud to others
 - Give simple presentations about self, family and friends, and familiar objects or activities
 - Prepare illustrated stories and share with an audience such as the class
 - Retell stories orally or in writing
 - Create a list of items necessary or activities that might take place in daily life in the Spanish culture.
- Advancing Proficiency
 - Exchange this information about self, family and friends, and familiar objects with others, in and outside of the class
 - Prepare and share stories with a partner
 - Tell stories based on experiences or memory orally or in writing
 - Use this list to create a scenario for a story about the daily life of someone who lives in

- Recite or dramatize songs, short anecdotes or poems

- Developing Proficiency (All of the above, in addition to...)
 - Give simple presentations about self, family and friends, and familiar objects or activities
 - Prepare illustrated stories and share with an audience such as the class
 - Retell stories orally
- Advancing Proficiency (All of the above, in addition to...)
 - Exchange this information about self, family and friends, and familiar objects with others, in and outside the class
 - Prepare and share stories with a partner
 - Tell stories based on experience or memory orally in Spanish

Cultural Awareness Assessment

- Beginning/Emerging Proficiency
 - Recognize and identify appropriate gestures and oral expressions for daily interactions
 - Observe and identify products and symbols of the culture studied, such as flags, toys, and dress.
 - Experience songs, artwork or children's literature from the culture studied
- Developing Proficiency (All of the above, in addition to...)
 - Use appropriate gestures and oral expressions when engaged in daily interactions with teacher
 - Use appropriate gestures and oral expressions when engaged in daily interactions with teacher
- Advancing Proficiency (All of the above, in addition to...)
 - Discuss simple patterns of behavior in these settings
 - Use appropriate gestures and oral expressions when engaged in daily interactions with classmates

Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)

- Beginning/Emerging (Appropriate level for students new to the Spanish language)
 - Identify where Spanish can be seen and heard in our community and elsewhere
 - Write and illustrate stories
 - Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment

<p>the Spanish culture</p> <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> Participate in age-appropriate songs and celebrations from Hispanic countries Recognize and use appropriate gestures and oral greetings and farewells Recognize situations when formal or informal is to be used Identify symbols from Hispanic countries such as toys, dress, or foods Identify music, poetry, art, or proverbs of Hispanic countries Observe simple patterns of behavior in various settings Recognize and identify appropriate gestures and oral expressions for daily interactions Observe and identify products with symbols of the Spanish culture, such as flags, important sites, toys, dress, and dwellings Experience songs, artwork, or children's literature from the Spanish culture Developing/ Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> Identify cultural inferences in songs and celebrations Use appropriate gestures and oral expressions for common classroom interactions Explain the difference between formal and information situations Create original products, for example, masks, based on those of Hispanic countries Demonstrate an understanding of art by reacting via drawings or gestures Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> Discuss simple patterns of behavior in these settings Use appropriate gestures and oral expressions when engaged in daily interactions with classmates Explain the meaning of the culture symbols and selected produces Recognize simple themes, ideas, or perspectives of the Spanish culture when experiencing art, songs, or literature. 	<ul style="list-style-type: none"> Read picture books in Spanish Identify professions where knowledge of another language is an important asset Identify topics related to the Spanish culture found in our daily media <ul style="list-style-type: none"> Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> Bring in products from the Hispanic world or with information in Spanish for class observation and discussion, for example, electric bills, grocery labels from boxes and cans, directions Share original stories with the class Attend cultural events or social activities or view them in the media Visit websites in Spanish or about the cultures studied Consult various sources, including periodicals, films, television programs, or the internet, for information in the Spanish language Share and discuss this information with classmates Share important newsworthy items about the Spanish culture studied or the people who speak the Spanish language Advancing <ul style="list-style-type: none"> Communicate on a personal level with speakers of the Spanish language [via e-mail, snail mail, or other means] Invite someone who uses the Spanish language or who works with people from the Spanish culture to speak to the class Create a poster or write an article about a cultural issue or concern <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> Demonstrate an awareness that gestures are an important part of communication Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own Identify different forms of communication across the Spanish culture, including songs, rhymes, advertisements, and symbols Identify patterns of behavior across cultures that are related to family or school, life,
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Connecting with Other Disciplines and Acquiring Information Assessment

Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)

- Beginning/Emerging Proficiency (Appropriate level for third grade students new to the Spanish language)
 - Identify maps of Hispanic countries
 - Describe the weather in different seasons
 - Identify animals and insects
 - Count in Spanish from 0-100
 - Identify the planets that correspond to the days of the week
 - Use simple information learning in other subjects, such as numbers, colors, or structural terms such as noun and verb
 - Use simple information from the Spanish language such as cognates, word derivatives, and coined phrases
 - Identify countries where the Spanish language is spoken
- Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Locate geographical highlights and neighboring countries on a map of the Hispanic world
 - Describe the weather in Hispanic countries
 - Identify animals indigenous to selected Hispanic countries
 - Recognize differences in the monetary systems
 - Identify all the planets in Spanish
 - Perform simple math problems in the language studied or identify nouns and verbs in sentences
 - Use simple information from the Spanish language, such as cognates, word derivatives, and coined phrases, in the study of other subjects
 - Locate these countries on a map and identify major geographical highlights
- Advancing Proficiency
 - Make simple conversions [for example: Temperatures, Weights and Measures]
 - Use simple information from the Spanish language, such as cognates, word derivatives, and coined phrases, in the study of other subjects
 - Expand on geography, weather, and nature common to the areas being studied

Intradisciplinary (How do I use my understanding of

recreation, or celebrations

- Use cultural awareness to identify with and respect peers in the Spanish culture
- Developing/ (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Compare simple patterns of behavior or interaction in various cultures and their own
 - Compare and contrast intangible products, such as fairytales and songs, from the Hispanic culture and their own
 - Give examples of words borrowed from the Spanish language
 - Demonstrate an awareness of the Spanish language's phonetic system and how it differs from English
 - Demonstrate an awareness of the Spanish alphabet and use of accents and how they differ from English
 - Compare and contrast these different forms of communication
 - Show a knowledge of these patterns by describing young peoples' behavior at home, at school, during free time, or at celebrations
 - Share reasons why young people throughout the world have the same needs and desires
- Advancing
 - Create a song or symbol that represents the Spanish culture
 - Compare and contrast cultural behavior patterns in the Spanish culture and our own
 - Explain why young people in some cultures have different viewpoints [preferences, lifestyles] than our own

Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)

- Beginning/Emerging (Appropriate level for students new to the Spanish language)
 - Recognize cognates (i.e., recognize and identify examples of words borrowed from one language and used in another
 - Show an awareness of the use of formal and informal language
 - Report the differences and similarities between the sound and writing systems of their own language and the Spanish language.
 - Recognize and identify sounds and phonetics unique to the Spanish language

<p>another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> Beginning/Emerging (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> Experience age-appropriate authentic magazines and books written for children Recognize various sources of information available in the Spanish language studied, such as newspapers, magazines, websites, and TV Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> React to material written for children whose first language is Spanish Demonstrate, with assistance, the ability to access information about the Spanish language or country being studied on the internet or from other media sources Advancing <ul style="list-style-type: none"> Use the internet or other media sources to complete specific assignments 	<ul style="list-style-type: none"> Recognize and identify alphabet letters and accents unique to the Spanish language Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> Give examples of words borrowed from the Spanish language Use formal language in some common situations Use the appropriate pronunciation of sounds unique to the Spanish language. Demonstrate an awareness of the Spanish language phonetic system and how it differs from the English language Demonstrate an awareness of the target language's alphabet and use of accents and how they differ from English Advancing <ul style="list-style-type: none"> Give examples of derivatives in our own language that come from the Spanish language Reproduce the sounds unique to the Spanish language with little or no distortion when speaking Correctly use spelling and accents in high-frequency words
Resources for Instruction	
<p>Textbook: No formal textbook.</p> <p>Internet Sites:</p> <p>www.quizlet.com</p> <p>http://www.duolingo.com</p> <p>www.languagenut.com</p>	

IX. Spanish (Grade 5)

Fifth Grade Spanish
Desired Results
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p>Students will be able to use Spanish 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.</p> <p>7.1 World Languages</p> <p>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</p>

the perspectives of other cultures. Through language study, they will make connections and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

7.1.NM.A.01 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.02 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

7.1.NM.A.03 -Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.04 -Identify familiar people, places, and objects based on simple oral and /or written descriptions.

7.1.NM.A.05 -Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.01 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.02 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.03 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

7.1.NM.B.04 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.

7.1.NM.B.05 -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.02 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.03 -Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.04 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.05 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Understandings: *What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?*

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Continue to use correctly “to have” [*tener*] in Spanish
- Continue to use “how many” [*Cuántos*] in Spanish
- Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]
- Begin to use the interrogative [*dónde*] to ask someone where do you live?
- Expressing agreement and disagreement
- Definite and indefinite articles
- Subject pronouns
- Present tense of *-ar* verbs
- The verb *estar*
- The plurals of nouns and articles

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- Communication: *How do I identify people and things in another language? What information do you need to get to know someone from another country? How does one express their needs in Spanish? What is my day at like at school? How is my day different and/or similar to someone’s school day in a Spanish speaking country?*
- Cultures: *What is life like for a young person in Spain?*
- Connections: *Where is Spain and what are some important geographical and weather characteristics of this area?*
- Comparisons: *What are families like in Spain? How do my activities compare to those of a young person in Spain?*
- Communities: *How can I share what I learned about Spain with others at home?*

- Present tense of *-er* and *-ir* verbs
- *Me gustan*
- *Me encantan*
- The plurals of adjectives
- The verb *ser*
- The verb *ir*
- *ir + a + infinitive*
- *jugar*

Cultural Connections for the Year:

Review of:

- November 19 - Feast of Nuestra Señora de la Divina Providencia (Our Lady of Divine Providence), patron of Puerto Rico. This is one of the many Puerto Rican holidays.
- January 1- Día de Año Nuevo (New Year's Day)
- June – Día del Padre (Father's Day) – Most Latin American countries celebrate Father's Day in June

Introduce:

- Día de Reyes
- Fiesta Nacional de España – The anniversary of Columbus' landing in the New World on October 12th, 1492.
- May Independence Day- All over the country, events are held to celebrate Paraguay's independence from Spain with parades, concerts, and fireworks.

Students will know/learn... *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.
- In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.
- In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Students will be able to...

What can students eventually be able to do as a result of such knowledge and skill?

Beginning:

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “*Me llamo, _____*” or “*Mi nombre es, _____*”
- Identify and recite the primary colors in Spanish.
- State one’s own name in Spanish.
- Count up from zero to 50 in Spanish in ascending order.
- Count in descending order from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two dimensional and three dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Recite the days of the week in Spanish.
- Identify clothing items worn in specific seasons (i.e., sweater [suéter]; hat [sombrero]; scarf [bufanda]; gloves [guantes]; pants [pantalones]; bathing suit [traje de baño])
- Identify and name animals that are associated as family pets (i.e., cat [gato]; dog [perro]; rabbit [conejo]; horse [caballo]; etc.)
- Identify and name farm animals (i.e., pig [cerdo]; horse [caballo]; rooster [gallo]; chicken [pollo]; sheep [oveja], etc.)

Emerging:

- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Use correctly “to have” [*tener*] in Spanish
- Respond correctly in Spanish to the question, “*What do you have?*” [*Qué tienes...*]
- Correctly use “I have” [*tengo*] in Spanish.
- Use “how many” [*cuántos*] in Spanish
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.

Developing

- Uses and writes single words and phrases from memory about myself and familiar topics.
- Uses and copies some highly practiced letters words or phrases.
- Communicates with others in the Spanish language semi-fluently with short phrases.
- Errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Advancing

- Uses and writes a small number of high-frequency words and highly practiced phrases from memory for basic biographical information and topics of high interest.
- Uses words, lists, and highly practiced phrases with a high degree of language accuracy.
- Communicates with others in the Spanish language semi-fluently with long phrases.
- Some errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and

adjectives.

Assessment Evidence

Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

Communication in Spanish (How do I use the Spanish language to communicate to others?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - Respond appropriately to greetings and farewells and frequent questions
 - Follow simple instructions through actions
 - Express information about general health and emotions
 - Express likes and dislikes using visual cues
 - Describe self, others, and objects by listing characteristics
 - Express lack of understanding or need for repetition
- Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Exchange names, greetings and farewells using appropriate cultural gestures
 - Introduce self
 - Give and follow simple instructions through actions and by participating in games
 - Respond to simple yes/no and either/or questions
 - Exchange information about general health and feelings
 - Exchange information about likes and dislikes of foods, activities, and various people using visual cues with each other
 - Exchange description of self, others, objects, and activities
- Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Exchange essential information such as addresses and telephone numbers and common classroom interactions
 - Give and follow instructions with partners during classroom activities
 - Exchange and discuss information about general health and emotions
 - Exchange information about likes and dislikes of foods, activities, and various people
 - Exchange detailed descriptions of activities at home and at school

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
 - Rubrics
 - Teacher Observation
 - Speaking presentations
 - Self-assessments
 - Student participation
 - Work completion

Interpersonal Assessment:

- Beginning/Emerging Proficiency
 - Respond to greetings and farewells and frequent questions
 - Follow simple instructions through actions
 - Express likes and dislikes using visual cues
- Developing Proficiency (All of the above, in addition to...)
 - Exchange names, greetings, and farewells, using appropriate cultural gestures
 - Give and follow simple instructions through actions and by participating in games
- Advancing Proficiency (All of the above, in addition to...)
 - Give and follow instructions with partners during classroom activities
 - Exchange information about likes and dislikes of foods, activities, and various people
 - Exchange detailed descriptions of activities at home and at school

Interpretive Assessment:

- Beginning/Emerging Proficiency
 - React with gestures or drawings to verbal or written descriptions
 - Show limited comprehension to simple questions and statements about a verbal conversation
- Developing Proficiency (All of the above, in addition to...)
 - Identify people or objects described in verbal directions
 - Express an understanding of the main idea or a verbal conversation

Interpretive (How do I understand what others are trying to communicate in another language?)

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - React with gestures or drawings to verbal cues and commands or written descriptions
 - React with gestures or drawings to stories and descriptions
 - Show comprehension to simple questions and statements about a verbal or written story or conversation
- Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - React by responding aloud or in writing
 - Identify main ideas and characters in stories and descriptions
- Advancing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Identify qualities of the people or objects described in verbal or written descriptions
 - Discuss the main idea of a verbal or written story or conversation with the teacher
 - Respond appropriately to short-answer questions about a verbal or written story or conversation

Presentational**(How do I present information, concepts, and ideas in another language in a way that is understood?)**

- Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language)
 - Illustrate or dramatize stories
 - Give key words as a description
 - Sing or read aloud as part of a group
 - Convey meaning through gestures or through listing information
 - Prepare illustrated stories and share as part of a group
 - Recite or dramatize songs, short anecdotes or poems
 - Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studied
- Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.)
 - Tell or retell a story
 - Describe in short phrases
 - Sing or read aloud to others
 - Give simple presentations about self, family

- Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation
- Advancing Proficiency (All of the above, in addition to...)
 - Identify qualities of other people or objects described in verbal or written descriptions
 - Respond appropriately to short-answer questions about a verbal story or conversation

Presentational Assessment

- Beginning Proficiency
 - Convey meaning through gestures or through listing information
 - Prepare illustrated stories and share as part of a group
 - Recite or dramatize songs, short anecdotes or poems
- Developing Proficiency (All of the above, in addition to...)
 - Give simple presentations about self, family and friends, and familiar objects or activities
 - Prepare illustrated stories and share with an audience such as the class
 - Retell stories orally
- Advancing Proficiency (All of the above, in addition to...)
 - Exchange this information about self, family and friends, and familiar objects with others, in and outside the class
 - Prepare and share stories with a partner
 - Tell stories based on experience or memory orally in Spanish

Cultural Awareness Assessment

- Beginning/Emerging Proficiency
 - Recognize and identify appropriate gestures and oral expressions for daily interactions
 - Observe and identify products and symbols of the culture studied, such as flags, toys, and dress.
 - Experience songs, artwork or children's literature from the culture studied
- Developing Proficiency (All of the above, in addition to...)
 - Use appropriate gestures and oral expressions when engaged in daily interactions with teacher
 - Use appropriate gestures and oral expressions when engaged in daily interactions with teacher
- Advancing Proficiency (All of the above, in addition to...)

<ul style="list-style-type: none"> and friends, and familiar objects or activities ○ Prepare illustrated stories and share with an audience such as the class ○ Retell stories orally or in writing ○ Create a list of items necessary or activities that might take place in daily life in the Spanish culture. ● Advancing Proficiency <ul style="list-style-type: none"> ○ Exchange this information about self, family and friends, and familiar objects with others, in and outside of the class ○ Prepare and share stories with a partner ○ Tell stories based on experiences or memory orally or in writing ○ Use this list to create a scenario for a story about the daily life of someone who lives in the Spanish culture <p>Gain Knowledge and Understanding of Other Cultures (How do I use my understanding of culture to communicate and function appropriately in another culture?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> ○ Participate in age-appropriate songs and celebrations from Hispanic countries ○ Recognize and use appropriate gestures and oral greetings and farewells ○ Recognize situations when formal or informal is to be used ○ Identify symbols from Hispanic countries such as toys, dress, or foods ○ Identify music, poetry, art, or proverbs of Hispanic countries ○ Observe simple patterns of behavior in various settings ○ Recognize and identify appropriate gestures and oral expressions for daily interactions ○ Observe and identify products with symbols of the Spanish culture, such as flags, important sites, toys, dress, and dwellings ○ Experience songs, artwork, or children's literature from the Spanish culture ● Developing/ Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Identify cultural inferences in songs and celebrations ○ Use appropriate gestures and oral expressions for common classroom interactions ○ Explain the difference between formal and information situations 	<p>to...)</p> <ul style="list-style-type: none"> ○ Discuss simple patterns of behavior in these settings ○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates <p>Communities (How do I use my knowledge and culture to enrich my life and broaden my opportunities?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> ○ Identify where Spanish can be seen and heard in our community and elsewhere ○ Write and illustrate stories ○ Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment ○ Read picture books in Spanish ○ Identify professions where knowledge of another language is an important asset ○ Identify topics related to the Spanish culture found in our daily media ● Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Bring in products from the Hispanic world or with information in Spanish for class observation and discussion, for example, electric bills, grocery labels from boxes and cans, directions ○ Share original stories with the class ○ Attend cultural events or social activities or view them in the media ○ Visit websites in Spanish or about the cultures studied ○ Consult various sources, including periodicals, films, television programs, or the internet, for information in the Spanish language ○ Share and discuss this information with classmates ○ Share important newsworthy items about the Spanish culture studied or the people who speak the Spanish language ● Advancing <ul style="list-style-type: none"> ○ Communicate on a personal level with speakers of the Spanish language [via e-mail, snail mail, or other means] ○ Invite someone who uses the Spanish language or who works with people from the Spanish culture to speak to the class <p>Create a poster or write an article about a</p>
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<ul style="list-style-type: none"> ○ Create original products, for example, masks, based on those of Hispanic countries ○ Demonstrate an understanding of art by reacting via drawings or gestures ● Advancing Proficiency (All of the above, in addition to...) ○ Discuss simple patterns of behavior in these settings ○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates ○ Explain the meaning of the culture symbols and selected produces ○ Recognize simple themes, ideas, or perspectives of the Spanish culture when experiencing art, songs, or literature. <p>Connecting with Other Disciplines and Acquiring Information Assessment</p> <p>Interdisciplinary (How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging Proficiency (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Identify maps of Hispanic countries ○ Describe the weather in different seasons ○ Identify animals and insects ○ Count in Spanish from 0-100 ○ Identify the planets that correspond to the days of the week ○ Use simple information learning in other subjects, such as numbers, colors, or structural terms such as noun and verb ○ Use simple information from the Spanish language such as cognates, word derivatives, and coined phrases ○ Identify countries where the Spanish language is spoken ● Developing Proficiency (All of the above, in addition to...) (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Locate geographical highlights and neighboring countries on a map of the Hispanic world ○ Describe the weather in Hispanic countries ○ Identify animals indigenous to selected Hispanic countries ○ Recognize differences in the monetary systems ○ Identify all the planets in Spanish ○ Perform simple math problems in the language studied or identify nouns and verbs in sentences 	<p>cultural issue or concern</p> <p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> ○ Demonstrate an awareness that gestures are an important part of communication ○ Compare and contrast tangible products such as toys and/or food from Hispanic countries and their own ○ Identify different forms of communication across the Spanish culture, including songs, rhymes, advertisements, and symbols ○ Identify patterns of behavior across cultures that are related to family or school, life, recreation, or celebrations ○ Use cultural awareness to identify with and respect peers in the Spanish culture ● Developing/ (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Compare simple patterns of behavior or interaction in various cultures and their own ○ Compare and contrast intangible products, such as fairytales and songs, from the Hispanic culture and their own ○ Give examples of words borrowed from the Spanish language ○ Demonstrate an awareness of the Spanish language's phonetic system and how it differs from English ○ Demonstrate an awareness of the Spanish alphabet and use of accents and how they differ from English ○ Compare and contrast these different forms of communication ○ Show a knowledge of these patters by describing young peoples' behavior at home, at school, during free time, or at celebrations ○ Share reasons why young people throughout the world have the same needs and desires ● Advancing <ul style="list-style-type: none"> ○ Create a song or symbol that represents the Spanish culture ○ Compare and contrast cultural behavior patterns in the Spanish culture and our own ○ Explain why young people in some cultures have different viewpoints [preferences, lifestyles] than our own
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<ul style="list-style-type: none"> ○ Use simple information from the Spanish language, such as cognates, word derivatives, and coined phrases, in the study of other subjects ○ Locate these countries on a map and identify major geographical highlights ● Advancing Proficiency <ul style="list-style-type: none"> ○ Make simple conversions [for example: Temperatures, Weights and Measures] ○ Use simple information from the Spanish language, such as cognates, word derivatives, and coined phrases, in the study of other subjects ○ Expand on geography, weather, and nature common to the areas being studied <p>Intradisciplinary (How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for third grade students new to the Spanish language) <ul style="list-style-type: none"> ○ Experience age-appropriate authentic magazines and books written for children ○ Recognize various sources of information available in the Spanish language studied, such as newspapers, magazines, websites, and TV ● Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ React to material written for children whose first language is Spanish ○ Demonstrate, with assistance, the ability to access information about the Spanish language or country being studied on the internet or from other media sources ● Advancing <ul style="list-style-type: none"> ○ Use the internet or other media sources to complete specific assignments 	<p>Intradisciplinary (How do I demonstrate an understanding of the similarities, differences, and interactions across languages?)</p> <ul style="list-style-type: none"> ● Beginning/Emerging (Appropriate level for students new to the Spanish language) <ul style="list-style-type: none"> ○ Recognize cognates (i.e., recognize and identify examples of words borrowed from one language and used in another ○ Show an awareness of the use of formal and informal language ○ Report the differences and similarities between the sound and writing systems of their own language and the Spanish language. ○ Recognize and identify sounds and phonetics unique to the Spanish language ○ Recognize and identify alphabet letters and accents unique to the Spanish language ● Developing (Appropriate level for students that have been learning the Spanish language since Kindergarten.) <ul style="list-style-type: none"> ○ Give examples of words borrowed from the Spanish language ○ Use formal language in some common situations ○ Use the appropriate pronunciation of sounds unique to the Spanish language. ○ Demonstrate an awareness of the Spanish language phonetic system and how it differs from the English language ○ Demonstrate an awareness of the target language's alphabet and use of accents and how they differ from English ● Advancing <ul style="list-style-type: none"> ○ Give examples of derivatives in our own language that come from the Spanish language ○ Reproduce the sounds unique to the Spanish language with little or no distortion when speaking ○ Correctly use spelling and accents in high-frequency words
Resources for Instruction	
<p>Textbook: No formal textbook.</p> <p>Internet Sites: www.quizlet.com http://www.duolingo.com www.langaugenut.com</p>	