



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
**CURRICULUM**

# Spanish Grade 1

**Prepared by:**  
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*Approved by the Midland Park Board of Education on  
October 7, 2014*

# Spanish-Grade 1

## Course Description:

First Grade Spanish is an introduction to a foreign language for young learners. It is designed to help these young learners understand that languages/cultures/traditions are different depending on the country you are from. Students will get an introduction to salutations, polite words, numbers, colors, classroom objects, body parts and opposites. They will use this vocabulary to make simple sentences to converse with the teacher and other students. Students will create projects based on the above thematic units. They will listen to bilingual stories as well as well known favorites in Spanish, such as: Brown Bear and Goodnight Moon. Students will participate in cultural activities from Mexico and Puerto Rico to better understand and appreciate these cultures. This will give them a respect for diversity and a love of language.

## Suggested Course Sequence:

Unit 1: Greetings, Farewells, and Polite words; respect for other cultures: 4 weeks  
Unit 2 Courtesy words, numbers 1-10, Culture-Day of the Dead-Mexico: 3-4 weeks  
Unit 3 Colors and numbers 11-20: 5-6 weeks  
Unit 4 Basic questions, December Holidays in Mexico and Puerto Rico: 8 weeks  
Unit 5 Classroom objects, concept of agreement, Diego Rivera: 8 weeks  
Unit 6 Parts of the Body, opposites, Cinco de Mayo: 12 weeks

## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 1 Greetings, Farewells, and Polite words; respect for other cultures

**Target Course/Grade Level:** Grade 1 Spanish

**Unit Summary:** This unit is the first introduction to Spanish. Students will be able to say hello, good morning, good afternoon, good night, goodbye and nice to meet you in Spanish. They will choose a “Spanish” name, and be able to ask and answer “¿Cómo te llamas?” (what is your name) and “¿Cómo estás? (How are you). Students will learn the commands: stand up ,sit down and stop to be used during class when appropriate. They will learn that Spanish is a language that comes from Spain and is spoken in 20 countries throughout the world. They will understand why it is important to both learn a foreign language and respect other cultures (this ties in to MP Week of Respect and Hispanic Heritage month-Sept 15-Oct 15)

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

## Learning Targets

### Standards:

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

**CPI#** Cumulative Progress Indicator (CPI) \***NM Novice-mid**  
**Modes- A: Interpretive B: Interpersonal C: Presentational**

**7.1 NM A.1** Recognize familiar spoken words and phrases

**7.1 NM A.2** Demonstrate comprehension of simple oral directions, requests, and commands

**7.1 NM B.3** Imitate appropriate gestures and intonations of target language

**7.1 NM B.4** Ask and respond to simple questions and express preferences based on memorized words and phrases

**7.1 NM B.5** Exchange information using words and phrases in class on familiar topics

**7.1 NM C.2** Imitate/recite songs in target language

**7.2 NM A.1** Develop personal identity through experiences that occur in one’s family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

### Unit Essential Questions

- Why do you think it is important to learn another language?
- How can we show respect to others who speak a different language and come from a different culture?

### Unit Enduring Understandings

- The spanish language originates from Spain.
- Learning another language is good for your brain and helps us connect to others in this rapidly changing world.
- Target vocabulary-that will be used all throughout the year: ex. “Buenos dias Señora” “Cómo estas?-Estoy muy bien etc....”

### Unit Learning Targets

*Students will...*

- Talk about the importance of learning another language and connect their prior language to any Spanish they might already know.
- Recognize and pronounce greeting words orally and use greeting words in a conversation
- Express their feelings using Spanish vocabulary
- Demonstrate understanding of commands as used by teacher in Spanish
- Identify their own cultural differences with respect to food, celebrations dress etc..
- Brainstorm ways to show respect to students of a different culture or speak a different language
- Celebrate Hispanic Heritage month

## Evidence of Learning

### Summative Assessment (4 class periods that meet weekly)

Listening activities  
Dialogues with teacher then partners  
Class discussions- think, pair, share  
Teacher observations

**Equipment Needed:** Cd player, ELMO, Inter-write board,

**Teacher Resources:** Say Hola to Spanish and Tito el Bombero map of Spain and 19 Hispanic countries, "Sing and learn Spanish CD" worksheets from Teach them Spanish-Grade 1 and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

### Formative Assessments

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questioning</li> <li>• Observation of oral discourse</li> <li>• Pronunciation of target vocab</li> </ul> | <ul style="list-style-type: none"> <li>• Name worksheet</li> <li>• Thumbs up/down</li> <li>• Flag project</li> <li>• Worksheets-greetings and feelings illustrations</li> <li>• Student participation</li> <li>• Songs</li> </ul> |
|--|---|

## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>What is your name?</b> Given Spanish name, how to pronounce, answer "Como te llamas" "Me llamo" name worksheet <u>Say Hola to Spanish</u> Why learn Spanish? Learn "Levántate, Sientáte and Paráte" to be able to move around the room, Adios song	Class period, then review throughout unit
2	<b>Commands, mucho gusto and Hispanic heritage</b> Say Spanish name to classmates and "Mucho gusto" map Brainstorm things we get from Spanish culture (food, music, actors, sports) Choose a flag color correctly, Adios song	Class period
3	<b>Greetings and feelings</b> "Buenos dias/tardes clase" students respond, express how they are feeling to teacher and each other, worksheet, Hola, Cómo estas and Adios song	Class period, then ongoing all year
4	<b>Respect for other cultures and review</b> <u>Tito el Bombero</u> . Tito is bilingual, speaks Spanish home, different culture, brainstorm and class discussion, do you agree? Thumbs up/down review all vocabulary learned through questioning	Class period and ongoing

### Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

[www.abcteach.com](http://www.abcteach.com),  
[www.spanish4teachers.org](http://www.spanish4teachers.org),  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

## Unit Overview

<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 2 Courtesy words, numbers 1-10, Culture-Day of the Dead-Mexico
<b>Target Course/Grade Level:</b>	Grade 1 Spanish
<b>Unit Summary:</b>	Students will be able to say please, thank you, you're welcome, recognize numbers 1-10 both written and orally, count to 10 in Spanish, sing 2 songs in Spanish, learn about the Mexican Holiday Day of the Dead,
<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

## Learning Targets

<b>Standards:</b>			
<b>7.1 Communication:</b> All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.			
<b>7.2 Culture:</b> All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices			
<b>CPI#</b>	Cumulative Progress Indicator (CPI) <b>*NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational</b>		
<b>7.1 NM A.1</b>	Recognize familiar spoken words and phrases		
<b>7.1 NM A.2</b>	Demonstrate comprehension of simple oral directions, requests, and commands		
<b>7.1 NM B.3</b>	Imitate appropriate gestures and intonations of target language		
<b>7.1 NM B.4</b>	Ask and respond to simple questions and express preferences based on memorized words and phrases		
<b>7.1 NM B.5</b>	Exchange information using words and phrases in class on familiar topics		
<b>7.1 NM C.2</b>	Imitate/recite songs in target language		
<b>7.2 NM A.1</b>	Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes		
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### Unit Learning Targets

*Students will...*

- Use courtesy words in Spanish in a whole group, with a partner and individually.
- Count to ten in Spanish using flashcards.
- Pronounce Spanish numbers one to ten through a Spanish counting song.
- Recognize written number words in Spanish in and out of numerical order.
- Write the Spanish numbers one to ten.
- Sing the "Itsy Bitsy Spider" in Spanish.
- Recall basic information about Day of the Dead such as: it's a Mexican holiday, started with the Aztecs, use decoration like calaveras
- Compare Mexican holiday to Halloween

## Evidence of Learning

### Summative Assessment (3-4 class periods that meet weekly)

Listening activities, class discussions and teacher observations for pronunciation  
worksheets- "count the Spiders" in Spanish, number word search, write in appropriate Spanish number  
Count the "piernas" on the spider.

**Equipment Needed:** Cd player, ELMO, Inter-write board,

**Teacher Resources:** Calavera Abecedario and Fiesta map of Mexico, worksheets from Teach them Spanish-Grade 1 and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

**Formative Assessments**

- Discussions
- Questioning
- Observation of oral discourse
- Pronunciation of target vocab
- “Pass the ball game” using polite words in Spanish
- Student participation
- Songs

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Por Favor:</b> Learn 3 polite words to use in class when appropriate, written words in flash cards, how to connect to English, play “Polite Futbol” count using fingers, partner practice, learn counting song	Class period and ongoing
2	<b>Spiders:</b> count to ten using spider puppet’s legs and antennae, see written word using flashcards, tiered counting worksheets based on ability, learn “Araña Pequenita” song using ELMO	Class period and ongoing
3	<b>Dia de Los Muertos:</b> class discussion, map, what is a neighbor? Read <u>Calavera</u> book, discussion of decorations, what do Mexicans use for their holiday, what do we use, coloring activity	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.abcteach.com](http://www.abcteach.com),

[www.spanish4teachers.org](http://www.spanish4teachers.org),

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

[www.slideshare.net/ptineo/day-of-the-dead-ppt-presentation](http://www.slideshare.net/ptineo/day-of-the-dead-ppt-presentation)



Unit Overview		
Content Area:	Spanish	
Unit Title:	Unit 3 Colors and numbers 11-20	
Target Course/Grade Level:	Grade 1 Spanish	
Unit Summary:	Students will be able to identify and pronounce eleven color words in Spanish. Students will review numbers one to ten and then learn eleven to twenty in Spanish. They will answer the question ¿Qué color es? And ¿Cuál es tu color favorito?	
21 <sup>st</sup> century themes:	Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills	
Learning Targets		
Standards:		
7.1 Communication: All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.		
7.2 Culture: All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices		
CPI#	Cumulative Progress Indicator (CPI) *NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational	
7.1 NM A.1	Recognize familiar spoken words and phrases	
7.1 NM A.2	Demonstrate comprehension of simple oral directions, requests, and commands	
7.1 NM B.3	Imitate appropriate gestures and intonations of target language	
7.1 NM B.4	Ask and respond to simple questions and express preferences based on memorized words and phrases	
7.1 NM B.5	Exchange information using words and phrases in class on familiar topics	
7.1 NM C.2	Imitate/recite songs in target language	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"><li>“What color words in Spanish can help to connect to their English meanings? Ex. Blanco white-think of blank</li><li>How are the numbers a pattern? Dieciseis, diecisiete etc.</li></ul>		<ul style="list-style-type: none"><li>Spanish numbers 1-20.</li><li>Color vocabulary: rojo, amarillo, verde, azul. Anaranjado, morado, Rosado, blanco, negro, gris, café/marron.</li><li>Ask and answer 2 questions in Spanish.</li><li>An “E” makes the long “A” sound in Spanish.</li><li>Always look for words that seem like you might recognize them in English-cognates.</li></ul>
Unit Learning Targets		
Students will...		
<ul style="list-style-type: none"><li>Pronounce and use color words to describe objects.</li><li>Identify eleven colors in Spanish.</li><li>Recognize Spanish color word in written form.</li><li>Write color word to make a class book.</li><li>Ask and answer, “What color is it?” and “What is your favorite color?” in Spanish.</li><li>Count to twenty in Spanish, using proper pronunciation</li><li>Recognize Spanish numbers in written form.</li><li>Create a class book about your favorite color in Spanish.</li></ul>		
Evidence of Learning		
Summative Assessment (5 class periods that meet weekly)		
Listening quiz-numbers and colors		partner dialogue
Class book		teacher observations
Equipment Needed:	Cd player, ELMO, Inter-write board,	
Teacher Resources:	Siesta, worksheets from Teach them Spanish-Grade 1, color flashcards	

**Formative Assessments**

- Discussions
- Questioning
- Pronunciation of target vocab
- “Maestra game”
- Student participation
- “Sí or No” Thumbs up/Thumbs down
- Worksheets: color by number, word search, crosswords

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Introduce colors:</b> pronunciation, connect to English(What does café sound like) answer question ¿Que color es?	Class period and ongoing
2	<b>Color review and numbers:</b> 11-15(review numbers 1-10) once, doce, trece, catorce, quince. They are the “Say” numbers because “E” makes the “Ã” sound	Class period and ongoing
3	<b>Written color words:</b> Answer “¿Cuál es tu color favorito?” Find the words you know to connect-cognate, create class book, read <u>Siesta</u>	Class period
4	<b>Numbers 16-20:</b> dieciseis, diecisiete, dieciocho, diecinueve, veinte-look for the pattern, diez means ten, color review	Class period
5	<b>Review and assessment: listening quiz, finish class book</b>	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

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[www.languagesresources.co.uk](http://www.languagesresources.co.uk)  
[www.spanishkidstuff.com](http://www.spanishkidstuff.com)



## Unit Overview

<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 4: Number and Color review, basic questions, December Holidays in Mexico and Puerto Rico
<b>Target Course/Grade Level:</b>	Grade 1 Spanish
<b>Unit Summary:</b> Students will be able use numbers and colors to play games in Spanish, answer questions “Who is not here today? And How old are you? In Spanish, Read <u>Oso Pardo, Oso Pardo</u> and create own <u>Brown Bear</u> book. Students will learn about the Mexican Holiday of Las Posadas and the celebration of Dia de Los Reyes Magos as celebrated in Puerto Rico. Students will compare their own holidays and traditions to the ones learned in this unit.	
<b>21<sup>st</sup> century themes:</b> Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills	

## Learning Targets

<b>Standards:</b> <b>7.1 Communication:</b> All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own. <b>7.2 Culture:</b> All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices	
<b>CPI#</b>	Cumulative Progress Indicator (CPI) *NM Novice-mid <b>Modes- A: Interpretive B: Interpersonal C: Presentational</b>
<b>7.1 NM A.1</b>	Recognize familiar spoken words and phrases
<b>7.1 NM A.2</b>	Demonstrate comprehension of simple oral directions, requests, and commands
<b>7.1NM A.3</b>	Recognize a few common gestures/cultural practices associated with target culture
<b>7.1 NM B.3</b>	Imitate appropriate gestures and intonations of target language
<b>7.1 NM B.4</b>	Ask and respond to simple questions and express preferences based on memorized words and phrases
<b>7.1 NM B.5</b>	Exchange information using words and phrases in class on familiar topics
<b>7.1 NM C.2</b>	Imitate/recite songs in target language
<b>7.2 NM B.5</b>	Observe and participate in culturally authentic activities
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do you celebrate holidays in December? How are they the same or different than the holidays celebrated in Spanish speaking countries?</li> <li>Why do we have so many different holiday traditions in our class? School? Town? Country?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Who is not here today in Spanish</li> <li>The verb “tener” is used in Spanish as they say “to have” age instead of “I am”</li> <li>Holidays in Mexico are more religion based, as unlike in the U.S. people are mostly the same religion, people celebrate the same holidays, very different in the U.S.</li> </ul>

### Unit Learning Targets

*Students will...*

- Sing “Quien no esta aquí?” To take attendance in class.
- Answer the question “¿Cuántos años tienes?” With “Yo tengo \_\_\_ años?” using numbers in Spanish.
- Survey classmates using “¿Cuántos años tienes?” to find the most common age, then graph results.
- Create their own “Brown Bear” in Spanish to review and read color words.
- Listen to stories and songs about holidays in Spanish speaking countries.
- Participate in a “Reyes Magos” celebration.
- Compare and contrast their own holiday celebrations to that of the holidays in Mexico.

## Evidence of Learning

<b>Summative Assessment</b> (6-7 class periods that meet weekly)	
Listening activity- “Color the Estrella”	Partner dialogue
Teacher observations	“Brown Bear” book-partner reading
<b>Equipment Needed:</b> Cd player, ELMO, Inter-write board,	
<b>Teacher Resources:</b> <u>N is for Navidad</u> , <u>Three Kings Day with Pablo and Carlito</u> , <u>Oso Pardo</u> worksheets , CD’s	

**Formative Assessments**

- Discussions
- Questioning
- Pronunciation of target vocab
- Student surveys
- Student participation
- “Sí or No” Thumbs up/Thumbs down
- Worksheets: color by number, word search, crosswords

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	December Holidays-compare holiday traditions begin with Las Posadas in Mexico. <u>N is for Navidad</u> . Take attendance in class in Spanish, using “Quien no esta aquí?” song.	Class period and ongoing
2	Listening activity all in Spanish, using holiday themes to incorporate numbers and colors. Holiday music.	Class period
3	Learn “Sientáte” game for counting to ten, and to use as good behavior reward system. Discussion about holiday traditions, what we do different, what we do the same.	Class period
4	Celebrate holiday of “Reyes Magos” like the children in Puerto Rico. Read <u>Three Kings Day with Pablo and Carlito</u> . Make box and put under the desk and get a small gift. Class disussion.	Class period
5	Listen to <u>Oso Pardo</u> , <u>Oso Pardo</u> Book in Spanish, create their own version to read to teacher, and partner then home	Class period or 2
6	Respond to the question “¿Cuántos años tienes?”; finish <u>Oso Pardo</u> book.	Class period
7	Review numbers 1-20, class survey using “¿Cuántos años tienes?” graph results on IW board.	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

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[www.spanishkidstuff.com](http://www.spanishkidstuff.com)

## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 5 Classroom objects, concept of agreement, Diego Rivera

**Target Course/Grade Level:** Grade 1 Spanish

**Unit Summary:** Students will be able use recognize, recite and pronounce classroom objects in Spanish. They will distinguish between masculine and feminine words in Spanish by using el or la. Students will listen to the story Diego and learn about the Mexican Muralist, Diego Rivera to create their own murals(ties into Cultural Awareness Week.

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

## Learning Targets

### Standards:

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

**CPI#** Cumulative Progress Indicator (CPI) \*NM Novice-mid  
**Modes- A: Interpretive B: Interpersonal C: Presentational**

**7.1 NM A.1** Recognize familiar spoken or written words and phrases

**7.1 NM A.2** Demonstrate comprehension of simple oral directions, requests, and commands

**7.1NM A.3** Recognize a few common gestures/cultural practices associated with target culture

**7.1 NM B.3** Imitate appropriate gestures and intonations of target language

**7.1 NM B.4** Ask and respond to simple questions and express preferences based on memorized words and phrases

**7.1 NM B.5** Exchange information using words and phrases in class on familiar topics

**7.1 NM C.2** Imitate/recite songs in target language

**7.2 NM B.5** Observe and participate in culturally authentic activities

### Unit Essential Questions

- What can we do to remember a certain Spanish word's meaning? Ex. Silla-chair
- What does "agreement" mean?
- Diego Rivera's murals told stories that meant something to him, what do you want your mural to say?

### Unit Enduring Understandings

- Target vocabulary of classroom objects.
- Difference between "El" and "La"-both mean the.
- Spanish adjectives must agree with the feminine and masculine noun they describe.
- Diego Rivera was a Mexican Painter who painted murals about his people and country.

### Unit Learning Targets

#### Students will...

- Identify, recognize and pronounce classroom objects in Spanish: silla, mesa, papel, lápiz, libro, pluma, escritorio, puerta, ventana, pizarra, maestro (o), estudiantes and carpeta.
- Brainstorm ways to connect Spanish words to English words. Ex "we sit in a silla"
- Distinguish between the definite articles "El" and "La".
- Use the concept of agreement to decide whether to make the adjective change or stay the same. Ex. rojo, or roja
- Create sentences in Spanish using el, la and es (is) and concept of agreement.
- Respond to simple commands in Spanish such as "Toca la ventana."
- Create a mural with a partner that represents a shared theme as inspired by Diego Rivera.

## Evidence of Learning

**Summative Assessment** (6-7 class periods that meet weekly)

Listening quiz-classroom objects

mural

teacher observations

**Equipment Needed:** Cd player, ELMO, Inter-write board,

**Teacher Resources:** Diego worksheets , CD's, large white paper, sentence strips

**Formative Assessments**

- Discussions
- Questioning
- Pronunciation of target vocab
- Written sentence cards to be put in order
- Think, pair, share
- Student participation
- “toca la\_\_\_\_\_” and “caliente/frio” game
- Worksheets: color classroom objects, label, agreement
- Create a classroom

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Identify silla, mesa, lápiz, papel, libro, pluma, review colors and numbers. mnemonic devices to help tie into English words.	Class period and ongoing in unit
2	Identify escritorio, pizarra, puerta, ventana, maestro(o), carpeta and estudiantes. Play the “toca” game	Class period and ongoing in unit
3	Distinguish between feminine and masculine words using “El” or “La”. Create and label a classroom.	Class period and ongoing
4	Discuss concept of “agreement” What does it mean to agree, tie it in to grammar. Spanish sounds like music: La silla es roja. Use the verb “es” to make sentences with partners.	Class period
5	Listening quiz-classroom objects.	Class period
6	Listen to <u>Diego</u> , class discusión, create murals with a partner.	2 Class periods
7	Concepts review	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.abcteach.com](http://www.abcteach.com),  
[www.spanish4teachers.org](http://www.spanish4teachers.org),  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.languagesresources.co.uk](http://www.languagesresources.co.uk)  
[www.spanishkidstuff.com](http://www.spanishkidstuff.com)