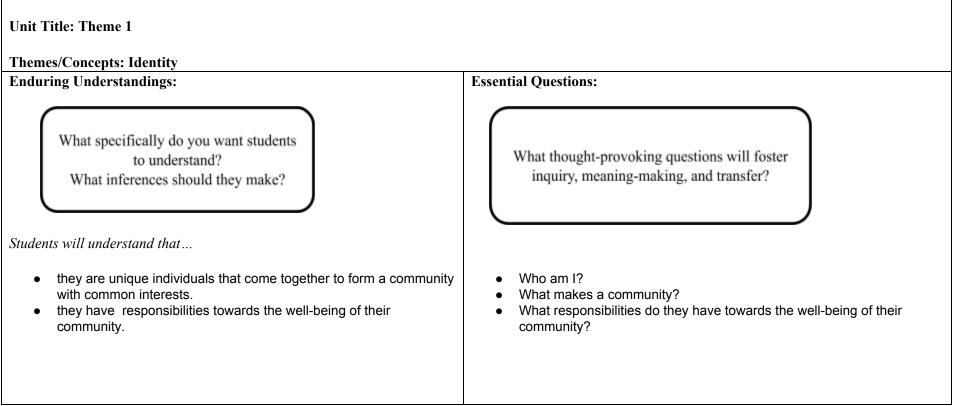
Designer(s): Byrne, Fahie,

Proficiency

3rd grade- 5th grade

Third Grade Black Fourth Grade Orange Fifth Grade Orange

## **STAGE 1 – DESIRED RESULTS**



Arlington Schools Unit # 1 Harrington	<b>1: Identity Subject(s):</b> n, Laumann, McKenzie, Prell, Roi	FLES ProficiencyGrade(s): 3-5mero, and Zamora	Designer(s): Byrne, Fahie,
Proficiency	3rd grade- 5th grade	Third Grade Black Fourth Grade Orange	Fifth Grade Orange

### Arlington Schools Unit # 1: Identity Subject(s): FLES Proficiency Harrington, Laumann, McKenzie, Prell, Romero, and Zamora

Grade(s): 3-5

Designer(s): Byrne, Fahie,

Proficiency3rd grade- 5th gradeThird Grade BlackFourth Grade OrangeFifth Grade Orange

Students will know:	Students will be able to		
What facts and basic concepts should students know and be able to recall? What is the key vocabulary (include tiers of vocabulary: basic, frequently occurring, content specific)?	What discrete skills and processes should students be able to use?		
Theme 1 Proficiency 3-5			
<ul> <li>How to express why their friends are important to them. (estar, tener, ser, querer, poder, saber, gustar, dar)</li> </ul>	<ul> <li>List the qualities that they want in a friend.</li> <li>List the qualities that they do not want in a friend.</li> <li>List what your friends can and cannot do for you when you are feeling a certain way.</li> </ul>		
<ul> <li>Different kinds of communities within and outside of their school. (haber, ser, tener, gustar, necesitar)</li> </ul>	<ul> <li>Define community.</li> <li>Name some small, medium and large communities.</li> </ul>		
• <b>Describe</b> themselves using adjectives and how they are the same and different from other members of their communities. <i>(ser, tener, gustar, saber)</i>	<ul> <li>describe what makes them different. Compare and contrast two people. Differentiate themselves from others</li> <li>Use saber to say what they and their friends know how to do.</li> </ul>		
Adapted from Understanding by Design, Unit Design Planning Template (W	ggins/McTighe 2005)		

# Arlington Schools Unit # 1: Identity Subject(s): FLES Proficiency Harrington, Laumann, McKenzie, Prell, Romero, and Zamora

Grade(s): 3-5

Proficiency 3rd grade- 5th grade Third Grade Black Fourth Grade Orange Fifth Grade Orange

<ul> <li>How to express their preferred sports, hobbies, classes and interests and say why you like them. (gustar, ser, tener, querer) .</li> </ul>	<ul> <li>Identify and list communities to which they belong or would like to belong.</li> <li>Tell what they and their friends like and dislike.</li> <li>ask questions about their peers' activities and classes</li> <li>identify and exchange information about preferred activities (sports, games and hobbies) and classes, using <i>tener</i></li> <li>exchange information about preferred activities sports, classes and interests (foods, animals, seasons, weather) and why they like them. ¿Cuál es tu actividad favorita? Mi actividad favorita es leer.)</li> <li>write short phrases and simple sentences about activities and classes</li> </ul>
<ul> <li>How to describe where they go when they want to do something in their community. (querer, ir)</li> </ul>	<ul> <li>Identify places to go in the community</li> <li>Describe what they do in those places.</li> <li>read and respond to questions involving short text</li> <li>describe what they like to do in different places using: gustar + aprender, comprender, escuchar, leer and escribir</li> <li>write about where you and others go and are going to go on certain days of the week, using <i>ir and ir</i> +</li> </ul>
<ul> <li>What responsibilities they have as a family and community member.(<i>necesitar, ayudar, deber, poder</i>)</li> </ul>	<ul> <li>Review family members and describe them.</li> <li>Identify and list responsibilities (chores) they have within their family.</li> <li>List what they can do to make their community better</li> <li>understand and respond to information when presented with pictures or graphs</li> </ul>

Arlington Public Schools	Unit # 1:	Identity	Subject(s):	FLES Proficiency
Н	arrington, I	Laumann, M	cKenzie, Prell, Ro	mero, and Zamora

Proficiency 3rd grade- 5th grade Third Grade Black Fourth Grade Orange Fifth Grade Orange

<ul> <li>CULTURE:</li> <li>basic information from Spanish speaking countries in context (for example: clothing, animals, music, food, flags, cultural/current events, holidays, and/or stories, poems)</li> </ul>	CULTURE understand that customs and traditions vary amongst Spanish speaking countries* and the United States
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**Designer(s):** Byrne, Fahie,

Proficiency

3rd grade- 5th grade

Third Grade Black Fourth Grade Orange Fifth Grade Orange

STAGE 1– STANDARDS/COMPETENCIES		
Standard		
The student will exchange simple spoken and written information in the target language.		
Student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.		
The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.		
The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.		
The student will compare basic elements of the target language to those of English and other languages.		

**Designer(s):** Byrne, Fahie,

Proficiency

3rd grade- 5th grade

Third Grade Black Fourth Grade Orange Fifth Grade Orange

### **STAGE 2 – ASSESSMENT EVIDENCE**

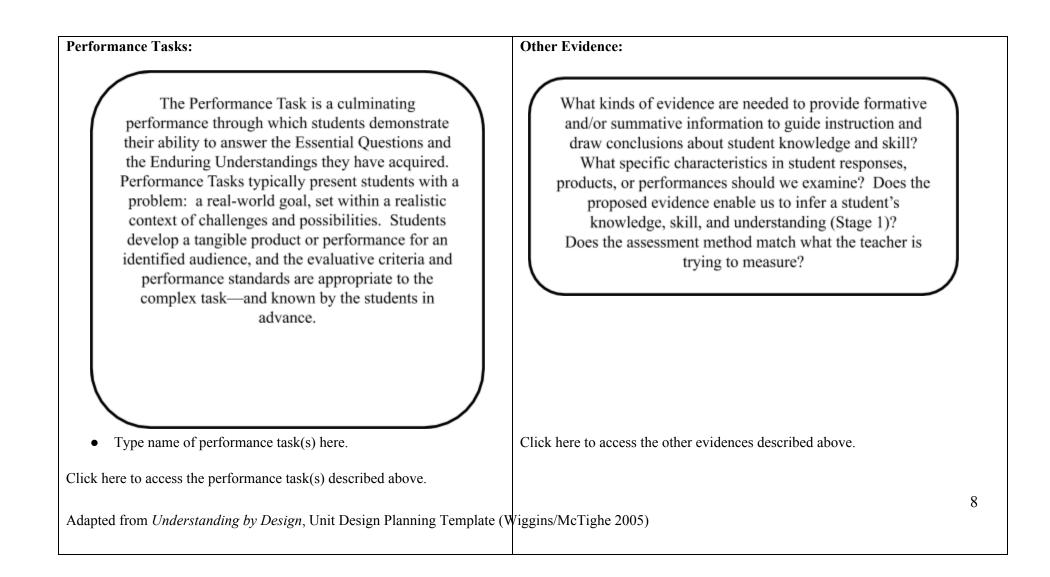
#### Arlington Unit # 1: Identity Subject(s): FLES Proficiency Harrington, Laumann, McKenzie, Prell, Romero, and Zamora

Grade(s): 3-5

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Arlington Public Schools	Unit # 1:	Identity	Subject(s):	FLES Proficiency
Harrington, Laumann, McKenzie, Prell, Romero, and Zamora				

Designer(s): Byrne, Fahie,

Proficiency

3rd grade- 5th grade

Third Grade Black Fourth Grade Orange Fifth Grade Orange

STAGE 3 – RESOURCES FOR THE LEARNING PLAN		
District Resources:	Supplemental Resources:	
When designing the learning plan, these resources are intended to be a	These are considered additional resources that are recommended by the	
primary resource used by teachers.	Curriculum Review Teams. Those resources with an asterisk (*) may be	
• True the title of the recovered here	purchased by each individual school.	
• Type the title of the resource here.	• Type the title of the resource here.	
Santillana: Descubre el Español	• Type the fille of the resource here.	
Click here to access the resources listed above.	Videos: Level C: Descubre el Español Unidad 3 Week 1, Week 2, Week 3	
	Click here to access the resources listed above.	
	Click on the link below to view the video.	
	Video: Miguel y Sabo en la escuela	

**Designer(s):** Byrne, Fahie,

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**Exemplar Lessons:** 

**Appendix (**interdisciplinary connections, possible student misconceptions, vertical articulation, guidelines for alternate assessment, guidelines for personalized learning, AP/IB specifics, etc.):