



Proficiency

Kindergarten Black

First Grade Orange

Second Grade Purple

STAGE 1 – DESIRED RESULTS

Unit Title: Theme 2 My Community

Themes/Concepts: Families and Community

Enduring Understandings:

What specifically do you want students to understand?
What inferences should they make?

Students will understand...

- what makes a family and a community.
- families and communities make up groups that have similarities and differences.

Essential Questions:

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

- What makes a family?
- What makes a community?

Students will know:

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)?

- how to **identify** and **describe** and **ask questions to elicit information about** family members and members of the school community using simple adjectives. (*haber, ser, tener*)
- how to **identify, describe and count** (using simple adjectives of size, color and number) domestic animals, **farm animals, zoos and their community of animals from around the world and ask questions to elicit information about them** (*haber, ser, tener*)
- how to **express** what they have and **demonstrate** their preferences for family, food, pets, and/or clothing (*ser, tener, gustar*)

Students will be able to:

What discrete skills and processes should students be able to use?

- **identify** and **name expanded** family members that they live with
- **identify** and **name expanded** community members in school.
- **describe** orally and in writing family and community (grande, pequeña)
- **use** question words
- **identify, name and describe** family pets, **farm animals, zoo animals**
- **describe** family members and things (grande, pequeña). **Expanded adjectives. Compare family members.**
- **match** animals to their habitats and **describe** habitats of several animals
- **ask** and **answer** questions using tener in the context of the family and animals, and apply the use of tener to other contexts.
- **ask** and **answer** yes/no and either/or questions using **hay** about what animals there are and how many there are in a picture, movie short or story.
- **Identify** and **tell** how many family pets, farm animals and/or zoo animals they either have or see in a picture, movie short or story using **hay**
- **draw** a picture, **label** and **tell** how many animals there are in the picture using **hay**
- **identify** what they like or dislike (me gusta, no me gusta) as it relates to family, food, pets, and/or clothing. **Present an illustration and describe to peers.**
- **write** words and sentences related to context

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| <ul style="list-style-type: none"> • how to express where they go, where they like to go and where want to go in and out of school on certain days, months (<i>gustar, querer, ir</i>) • how to describe the weather and seasons in their community. (<i>estar, hacer</i>) <p>CULTURE:</p> <ul style="list-style-type: none"> • basic information from Spanish speaking countries in context (for example: clothing, animals, music, food, flags, cultural/current events, holidays, and/or stories, poems) | <ul style="list-style-type: none"> • draw their favorite food/pet/ clothing. • understand and respond to yes/no questions about food/pets/clothing. • list, illustrate and describe their ideal food(s), pet(s) and clothing. <ul style="list-style-type: none"> • understand and respond to yes/no questions about where they go. • respond to questions about where someone is going or wants to go in a picture or movie clip • draw pictures of where they like to go in the community and describe on what days or months they go there • read and understand a passage about where some students go during the week • answer questions about where they go on the weekends. <ul style="list-style-type: none"> • recognize and identify weather expressions using gestures) (Hace calor. Hace frío. Está fresco.) Expanded weather expressions. Continue to expand. • draw and label pictures of current weather conditions • label, list, match or recall seasons • classify weather by seasons • name and identify clothing you wear. Expanded clothing. • name clothing that can be worn for each season or weather pattern <p>CULTURE</p> <ul style="list-style-type: none"> • understand that customs and traditions vary amongst Spanish speaking countries* and the United States |
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Unit # 2: My Community

Subject(s): FLES Proficiency

Grade(s): K-2

Designer(s): Byrne,

Fahie, Harrington, Laumann, McKenzie, Prell, Romero and Zamora

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* Teachers can determine if their students are from specific Spanish speaking countries and highlight those countries to increase personal connections and identity.



| STAGE 1– STANDARDS/COMPETENCIES | |
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| Code | Standard |
| WL.1 | The student will exchange simple spoken and written information in the target language. |
| WL.3 | The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics. |
| WL.5 | The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns. |
| WI.7 | The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken. |
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STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

The Performance Task is a culminating performance through which students demonstrate their ability to answer the Essential Questions and the Enduring Understandings they have acquired. Performance Tasks typically present students with a problem: a real-world goal, set within a realistic context of challenges and possibilities. Students develop a tangible product or performance for an identified audience, and the evaluative criteria and performance standards are appropriate to the complex task—and known by the students in advance.

- Type name of performance task(s) here.
“What’s in the bag?”

Click here to access the performance task(s) described above.

Other Evidence:

What kinds of evidence are needed to provide formative and/or summative information to guide instruction and draw conclusions about student knowledge and skill?
 What specific characteristics in student responses, products, or performances should we examine? Does the proposed evidence enable us to infer a student’s knowledge, skill, and understanding (Stage 1)?
 Does the assessment method match what the teacher is trying to measure?

Click here to access the other evidences described above.



STAGE 3 – RESOURCES FOR THE LEARNING PLAN

District Resources:

When designing the learning plan, these resources are intended to be a primary resource used by teachers.

- Type the title of the resource here.
[Santillana: Descubre el español](#)

Click here to access the resources listed above.

Supplemental Resources:

These are considered additional resources that are recommended by the Curriculum Review Teams. Those resources with an asterisk () may be purchased by each individual school.*

- Type the title of the resource here.

Click here to access the resources listed above.

Exemplar Lessons:

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