

Kindergarten. Unit 1. Greetings and Farewells.

Essential Question: How do people from the Latin American countries greet each other? When do we use greetings?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Greet and respond to greetings. 2. Introduce themselves and respond to introductions 3. Ask and answer questions. 	<p>Lesson 1. Greetings and farewells.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to others' pronunciation.</p> <p>Sing song: Buenos días Adiós amigos.</p> <p>Playing: Me llamo game.</p>	<p>Oral assessment based on pronunciation when repeating the vocabulary.</p> <p>Participation while singing the song.</p>	<p>CD player for songs.</p> <p>Game boards.</p> <p>Cards.</p>
<p>Standard 8. Communities. Students will use languages other than English within and beyond the school setting.</p>	<p>Lesson 2. Greetings and farewells.</p> <p>Oral discussion of the different ways to greet each other in the Spanish countries.</p>	<p>Oral assessment based on presentation of mini-dialogue.</p>	
<p>Standard 6 Cultural Comparisons. Students will demonstrate an understanding of culture through comparison of the target culture with their own.</p>	<p>Lesson 3. Greetings and farewells.</p> <p>Oral discussion of the use of gestures compare to their culture.</p>	<p>Observation of students' participation.</p>	

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Say the colors aloud. 2. Identify colors around the classroom. 3. Use the Spanish vocabulary to say their favorite color. 	<p>Lesson 1 Introduce colors in Spanish.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to each other.</p> <p>Sing “De colores” song.</p> <p>Play games, and coloring activity.</p> <p>Discuss EQ</p>	<p>Oral assessment based on pronunciation and participation.</p> <p>Coloring by the word name.</p> <p>Observation during the coloring activity.</p> <p>Listen to student responses, chart them if applicable</p>	<p>Posters of different colors. Games: identifying colors around the classroom, and Quién tiene?</p> <p>Cards and CD for the song.</p>
<p>Standard 6 Cultural Comparisons. Students will demonstrate an understanding of culture through comparison of the target culture with their own.</p>	<p>Lesson 2 Oral discussion comparing colors in American flag (red, white, and blue) and the Mexican flag (red, green, white).</p>	<p>Observation of participation and accuracy</p>	<p>Flags Poster/visual with colors and Spanish vocabulary</p>
<p>Standard 8. Communities. Students will use languages other than English within and beyond the school setting.</p>	<p>Lesson 3 Oral discussion of colors around me, including: stop lights, Little Red School House, nature, seasonal colors, etc.</p> <p>Students make connections to their community using the Spanish vocabulary.</p>	<p>Observation of participation and accuracy</p>	<p>Chart paper Pictures Markers Poster/visual with colors and Spanish vocabulary</p>

Kindergarten. Unit 2. Color

Essential Question: Why is it important to learn the colors in Spanish?

Kindergarten. Unit 3. Days of the Week

Essential Question: How are the Spanish days of the week similar or different from the days of the week in English or my

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will: Correctly pronounce the seven days of the week in Spanish.</p>	<p>Lesson 1 Discussion on how the seven days of the week are presented in the Spanish calendar (beginning on Monday, ending on Sunday). Presentation of the seven days of the week using labels and listening to the pronunciation. Repetition of the pronunciation.</p>	<p>Answer to the discussion on days of the week. Participation on the activity. Oral assessment based on pronunciation.</p>	<p>Poster board, cards, calendar.</p>
<p>Standard 8. Communities. Students will use languages other than English within and beyond the school setting.</p>	<p>Lesson 2 Introduction of “Days of the Week” song – students sing in the classroom and are encouraged to teach song to families</p>	<p>Observation of participation and accuracy of responses</p>	<p>Send home song lyrics</p>
<p>Standard 6 Cultural Comparisons. Students will demonstrate an understanding of culture through comparison of the target culture with their own.</p>	<p>Lesson 3 Discussion of EQ</p>	<p>Observation of participation and accuracy of responses</p>	<p>calendar</p>

	Set foundation for routine by discussing calendar and reviewing days of the week		
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first Language?

Kindergarten. Unit 4. Family

Essential Question: Why is it important to describe my family in Spanish?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Presentational communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 1. Sing song: Buenos días Adiós amigos.</p> <p>Introduce vocabulary using mini-posters.</p> <p>Students listen to the right pronunciation.</p> <p>Students repeat after the teacher.</p>	<p>Oral assessment based on pronunciation when repeating the vocabulary.</p> <p>Identification of the family members by using the mini-posters.</p>	<p>Mini-posters.</p> <p>Books.</p> <p>Cards.</p>

<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.</p>	<p>Lesson # 2. Review family member vocabulary. Read the book, <u>Abuela</u>. Discuss the cultural aspect of the story.</p>	<p>Oral assessment after the interpretation and discussion of the different cultural aspects.</p>	<p><u>Abuela</u> (text)</p>
<p>Standard 5 Linguistic Comparisons. Students will demonstrate an understanding of the nature of the language through comparison of the language studied with their own.</p>	<p>Lesson #3. Show mini posters with labels and identify letters like m, p. (mama/Mom, papa/Papa) Discuss similar words and cognates. (bebe, baby)</p>	<p>Oral assessment based on the connection and identification of the sounds.</p>	<p>Mini posters with labels</p>

Kindergarten. Unit 5 Numbers

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Students make connections with other subject areas and acquire information.</p> <p>Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 1 Introduce numbers 1-10 in Spanish.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to each other.</p> <p>Identify the numeral with the actual symbol.</p>	<p>Oral assessment based on pronunciation and participation.</p> <p>Pointing to numbers when listening to the teacher.</p> <p>Reciting the number when showed to them.</p> <p>Participation during the game.</p>	<p>Cards with numbers and pictures.</p> <p>Video clip from teacher-tube and United Streaming on Spanish numbers.</p> <p>Cards and CD for the song.</p>

<p>Standard 3.</p> <p>Students of modern language will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 2 Sing song “los números”.</p> <p>Trace/write numbers using different colors.</p> <p>Play counting games skipping, counting backwards.</p>	<p>Accuracy when tracing / writing numbers using different colors.</p>	<p>Lyrics</p> <p>Counting games</p> <p>Bingo boards</p>
<p>Standard 7.</p> <p>Students make connections with other subject areas and acquire information.</p> <p>Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 3</p> <p>Introduce numbers 11-20 in Spanish.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to each other.</p> <p>Identify the numeral with the actual symbol.</p>	<p>Oral assessment based on pronunciation and participation.</p> <p>Pointing to numbers when listening to the teacher.</p> <p>Reciting the number when showed to them.</p> <p>Participation during the game.</p>	<p>Cards with numbers and pictures.</p>

Essential Question: Why is it important to count from 0 to 20 in Spanish?

FIRST GRADE:

Unit 1. Greetings and Farewells.

Essential Question: Why do Latin American people have two different ways to greet each other?

<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Greet and respond to greetings. 2. Introduce themselves and respond to introductions 3. Ask and answer questions. 	<p>Lesson # 1. Discussion of the use of physical contact to greet relatives and friends, and the use of hand shaking to greet strangers.</p> <p>Review of greetings and farewells vocabulary from the previous year.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to others' pronunciation.</p> <p>Sing songs: Buenos días and Adiós amigos.</p>	<p>Oral participation on the discussion.</p> <p>Oral assessment based on pronunciation and participation.</p> <p>Playing charades to emulate the greetings</p> <p>Participation during the song.</p>	<p>Vocabulary cards.</p> <p>Pictures of people greeting each other: shaking hands/hugging.</p> <p>Cards and CD for the song.</p>
<p>Standard 3.</p> <p>Students of modern language will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 2</p> <p>Listening practice of the vocabulary. Students will listen to the vocabulary and point to the Spanish word that represents the Greeting.</p>	<p>Accuracy when matching sounds and words</p>	<p>Cards containing the vocabulary.</p>

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7.</p> <p>Students make connections with other subject areas and acquire information.</p> <p>Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 3</p> <p>Writing practice.</p> <p>Students will practice the spelling of simple words such as: Hola-Adios by tracing the letters using different colors.</p> <p>Play vocabulary game: Quien tiene</p>		<p>Cards with vocabulary.</p>

FIRST GRADE. Unit 2. Family

Essential Question: How are the Latin American families similar or different from my family?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Presentational communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 1.</p> <p>Sing song: Buenos días</p> <p>Classroom discussion comparing and contrasting nuclear familias between the two cultures.</p> <p>Review vocabulary using mini-posters.</p> <p>Expand the vocabulary by introducing extended family members.</p> <p>Students repeat after the teacher.</p>	<p>Oral assessment based on participation during the discussion.</p> <p>Oral assessment when pointing and saying different family members.</p> <p>Oral assessment when repeating the vocabulary.</p>	<p>Mini-posters.</p> <p>Books.</p> <p>Cards.</p>
<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.</p>	<p>Lesson # 2.</p> <p>Review the new vocabulary.</p> <p>Play a matching game using pictures and Spanish vocabulary.</p> <p>Writing practice by providing the spelling of the vocabulary and copying from the board.</p> <p>Play bingo using the vocabulary.</p>	<p>Written assessment by writing the Spanish vocabulary on the white boards.</p> <p>Participation on the game, and pronunciation of the vocabulary.</p>	<p>Pictures of family members.</p> <p>White boards.</p> <p>Copies.</p> <p>Bingo boards.</p>

FIRST GRADE. Unit 3. Numbers

Essential Question: Why is it important to memorize numbers in Spanish? How is this similar to counting in English?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Students make connections with other subject areas and acquire information.</p> <p>Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 1 Review numbers 0-20 in Spanish.</p> <p>Review the connection between the Spanish word and the numeral.</p> <p>Match number words and numerals.</p> <p>Play bingo with numbers 1-20 writing the Spanish word and the numeral.</p>	<p>Oral assessment based on pronunciation and participation.</p> <p>Pointing to numbers when listening to the teacher.</p> <p>Reciting the number when showed to them.</p> <p>Participation during the game.</p>	<p>Cards with numbers and pictures.</p> <p>Video clip from teacher-tube and United Streaming on Spanish numbers.</p> <p>Cards and CD for the song.</p>
<p>Standard 3.</p> <p>Students of modern language will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 2 Sing song “los números”. Introduce numbers by 10 to 100.</p> <p>Group numbers according the end “enta” Repeat pronunciation after the teacher. Count forward and backwards.</p>	<p>Ability to count by tens.</p> <p>Using the right pronunciation when reciting the numbers.</p> <p>Playing a memory game counting forward and backwards as a class.</p>	<p>Cards with numbers and pictures.</p> <p>Counting games</p>
<p>Standard 7.</p> <p>Students make connections with other subject areas and</p>	<p>Lesson 3 Students will practice the spelling of the numbers by ten in Spanish</p>	<p>Oral assessment based on pronunciation and participation.</p> <p>Writing down numbers on pan</p>	<p>Cards with numbers and pictures.</p>

FIRST GRADE. Unit 4. Months of the Year

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will: Correctly pronounce the seven days of the week in Spanish.</p>	<p>Lesson 1 Discussion on the similarities and differences between the two languages. Review the vocabulary for the days of the week. Sing the Macarena song with the days of the week. Introduce the new vocabulary (twelve months). Repetition of the pronunciation.</p>	<p>Answers provided during the discussion on the months of the year. Participation in the activity. Oral assessment based on pronunciation.</p>	<p>Poster board, cards, calendar.</p>
<p>Standard 8. Communities. Students will use languages other than English within and beyond the school setting.</p>	<p>Lesson 2 Introduction of “Los doce meses” (12 months song – students sing in the classroom and students are encouraged to take home the song lyrics in order to share with their family</p>	<p>Observation of participation and accuracy of responses</p>	<p>Send home song lyrics</p>
<p>Standard 6 Cultural Comparisons. Students will demonstrate an understanding of culture through comparison of the target culture with their own.</p>	<p>Lesson 3 Discussion of EQ. Set foundation for routine by discussing calendar and reviewing days of the week.</p>	<p>Observation of participation and accuracy of responses</p>	<p>calendar</p>

SECOND GRADE

Unit 1 – First Grade Review (September)

SECOND GRADE – Unit 2 - Day of the Dead (October)

Essential Question: How is Day of the Dead different from Halloween? How is it similar?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Lesson #1. Classroom discussion about the reasons Halloween is celebrated. Classroom discussion about the student knowledge of the facts of the Day of the Dead holiday. Venn diagram comparing the two holidays.</p>	<p>Oral assessment based on participation. Written assessment based on Venn diagram.</p>	<p>Photocopies.</p>

<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Lesson # 2. Review of the facts of Day of the Dead. Read book, "El Dia de los Muertos" Complete craft, skeleton art project</p>	<p>Oral assessment based on the participation during the review. While reading the book, assess the degree of attention.</p>	<p>Book. Photocopies.</p>
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SECOND GRADE – Unit 3 – Sports

Essential Question: How are sports different in South America and North America? How are they similar?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 5. Linguistic comparison. Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own.</p>	<p>Lesson #1. Classroom discussion about favorite sports and sports played. Introduce the vocabulary related to sports. Identify sports that have similar pronunciation and spelling in the two languages. Practice pronunciation of the new words.</p>	<p>Oral assessment based on participation.</p>	<p>Mini-posters.</p>
<p>Standard 6. Cultural comparison. Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p>	<p>Lesson # 2. Oral discussion of the sports played in Latin America. Discuss how the weather and seasons influence the type of sports played in the different countries. Review sports vocabulary. Play the game, Quien tiene?</p>	<p>Oral assessment based on the participation during the discussions. Oral assessment based on the participation during the review and the game.</p>	<p>Mini-posters.</p>
<p>Standard 3. Presentational communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas.</p>	<p>Lesson # 3. Review the pronunciation of the sports vocabulary. Play "Charades" using white boards. Students will write the Spanish word while it is being acted out.</p>	<p>Oral assessment based on the participation during the review. Written assessment of the vocabulary written on the white board.</p>	<p>White boards.</p>

SECOND GRADE – Unit 4 – Animals

Essential Question: How can I describe my favorite animals in Spanish? What animals are unique from the tropical regions?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 1. Interpersonal Communication.</p> <p>Using selected words, phrases, and expressions with no major repeated patterns of error, students will exchange information and knowledge</p>	<p>Lesson #1. Classroom discussion about favorite animals and pets.</p> <p>Introduce the vocabulary related to animals and pets.</p> <p>Classify animals according to the two categories (domestic and wild).</p> <p>Practice pronunciation of the new words by singing a song.</p>	<p>Oral assessment based on participation.</p>	<p>Power Point on animals</p> <p>Mini-posters.</p>
<p>Standard 6. Cultural comparison.</p> <p>Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p>	<p>Lesson # 2.</p> <p>Oral discussion of the wild animals from North and Latin America.</p> <p>Discuss how the vegetation, the weather, and seasons influence the life of the wild animals.</p> <p>Play memory game.</p>	<p>Oral assessment based on the participation during the discussions.</p> <p>Oral assessment based on the participation during the review and the game.</p>	<p>Mini-posters.</p> <p>Memory cards.</p>
<p>Standard 3. Presentational communication.</p> <p>Using selected words, phrases, and expressions with no major repeated patterns of error, students will describe people, places, and things.</p>	<p>Lesson # 3.</p> <p>Review the pronunciation of the wild and tame animals.</p> <p>Play “Master piece” using white boards. Students will draw a picture representing animals.</p>	<p>Oral assessment based on the participation during the review.</p> <p>Written assessment of the vocabulary written on the white board.</p>	<p>White boards.</p>

SECOND GRADE – UNIT 5 – Feliz Navidad

Essential Question: What is the meaning of this holiday in the Latin American countries?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 6. Cultural comparison. Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p>	<p>Lesson #1. Classroom discussion about the meaning of Christmas in the United States. Presentation of pictures related to different aspects of Christmas in Latin America. Venn diagram comparing similarities and differences between the two cultures.</p>	<p>Oral assessment based on participation.</p>	
<p>Standard 4. Cultures Students gain knowledge and understanding of other cultures.</p>	<p>Lesson # 2. Read the legend of the Poinsettia” by Tommy the Paula. Make a poinsettia.</p>	<p>Oral assessment based on questions related to the story.</p>	<p>Book and construction paper.</p>

Essential Question: How are the foods I eat in the United States related to the foods from Latin America?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Communication. Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions.</p>	<p>Lesson #1. Classroom discussion about favorite fruits they like to eat. Introduce the vocabulary related to fruits.</p> <ul style="list-style-type: none"> • Identify fruits that have similar pronunciation and spelling in the two languages. • Practice pronunciation of the new words. • Listening and comprehension activity by drawing a picture of the Spanish word provided by one student. 	<p>Oral assessment based on participation.</p>	<p>Pictures. White boards-markers.</p>
<p>Standard 1. Communication. Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions.</p>	<p>Lesson # 2.</p> <ul style="list-style-type: none"> • Review of the vocabulary from previous class. • Introduce vocabulary related to vegetables. • Identify some vegetables that could have similar or close pronunciation between the two languages. • Practice pronunciation of the new words. • Listening and comprehension activity by drawing a picture of the Spanish word provided by one student. 	<p>Oral assessment based on the participation during the review.</p>	<p>Pictures. White boards-markers.</p>

<p>Standard 1. Communication. Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions.</p>	<p>Lesson #3. Classroom discussion about things we eat for breakfast. Introduce the vocabulary related to breakfast.</p> <ul style="list-style-type: none"> • Identify food items that have similar pronunciation and spelling in the two languages. • Practice pronunciation of the new words. • Listening and comprehension activity by drawing a picture of the Spanish word provided by one student. 	<p>Oral assessment based on participation.</p>	<p>Pictures. White boards-markers.</p>
<p>Standard 1. Communication. Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions.</p>	<p>Lesson # 4. Lunch and dinner.</p> <ul style="list-style-type: none"> • Review of the vocabulary from previous class. • Introduce vocabulary related to lunch and dinner. • Identify some food items that could have similar or close pronunciation between the two languages. • Practice pronunciation of the new words. • Listening and comprehension activity by drawing a picture of the Spanish word provided by one student. 	<p>Oral assessment based on the participation during the review.</p>	<p>Pictures. White boards-markers.</p>

Grade 3

Unit 1 – Greetings and Farewells

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 1 - Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Greet and respond to greetings. 2. Introduce themselves and respond to introductions 3. Ask and answer questions. <p>Standard 3 - Presentational Communication Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 1 – Discussion of the use of physical contact to greet relatives and friends, and the use of hand shaking to greet strangers. Review of greetings and farewells vocabulary from the previous year. Practice the pronunciation by repeating after the teacher and by listening to others' pronunciations. Sing songs – Buenos días and Adios amigos.</p> <p>Lesson 2 – Discussion on greetings and emotional states. Listening practice of the vocabulary. Identifying different emotional states in others and self Practice complete sentences when using greetings.</p>	<p>Oral participation in the discussion.</p> <p>Oral assessment based on pronunciation and participation.</p> <p>Participation during the singing of songs.</p> <p>Charades to demonstrate and emulate the greetings and farewells. Accuracy of completed packet.</p> <p>Oral participation in discussion regarding emotional states in target language. Observation of correctly identifying various emotional states. Demonstration of emotional states by charades and drawing.</p>	<p>Vocabulary cards.</p> <p>Pictures and posters of people greeting one another.</p> <p>CD for song.</p> <p>Teacher made packet of unit vocabulary.</p> <p>Teacher made packet of unit vocabulary.</p> <p>CD for song.</p> <p>Pictures of faces illustrating targeted vocabulary.</p>
	<p>Lesson 3 – Review greetings and farewells</p>	<p>Participation in Tengo (Bingo) reviewing targeted vocabulary. Participation in songs.</p> <p>Oral assessment based on pronunciation and participation.</p> <p>Writing targeted vocabulary.</p>	<p>Cards with vocabulary.</p> <p>CD</p> <p>Tengo cards.</p>

<p>Standard 8 – Communities</p> <p>Students participate in communities at home and around the world in other languages.</p>	<p>Lessons 2-3</p> <p>Reviewing all vocabulary. Encourage students to share learned vocabulary with family and friends outside the school setting.</p>	<p>Participation in oral activities</p>	
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Essential Question: Why is it important to learn about cultural differences when greeting others in another language?

Grade 3 – Unit 2 – Days of the week, months of the year, seasons and weather.

Essential Question: Why is it important to learn another language? (ongoing)

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 5 – Linguistic Comparison</p> <p>Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own.</p>	<p>Lesson 1 – Discussion on the different ways Latin American countries compose their days, months and writing of the dates.</p> <p>Introduce Days of the week song with dance.</p> <p>Oral practice of song.</p>	<p>Participation on the activity of singing the song and dancing.</p> <p>Oral assessment based on pronunciation.</p> <p>Accuracy of completion of packet.</p>	<p>Calendar in Spanish</p> <p>Teacher made cards with targeted vocabulary.</p> <p>Teacher made packet.</p> <p>Copy of song.</p>
<p>Standard 3 – Presentational Communication</p> <p>Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 2 – Discussion on the months of the year in Spanish, spelling and pronunciation similarities and differences with the English language.</p> <p>Introduce months of the year with song.</p> <p>Oral practice of song.</p> <p>Discussion of similarities and differences in pronunciation of English and Spanish months.</p>	<p>Participation on the activity of singing the song and dancing.</p> <p>Oral assessment based on pronunciation.</p> <p>Demonstrate understanding by illustrating and labeling a picture for a specific month.</p>	<p>Calendar in Spanish.</p> <p>Teacher made power point.</p> <p>Teacher made cards with targeted vocabulary.</p> <p>Art materials to complete illustration.</p> <p>Copy of song in Spanish.</p>

<p>Standard 7 – Connections</p> <p>Students make connections with other subject areas and acquire information.</p> <p>Standard 6 – Cultural Comparisons</p> <p>Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p> <p>Standard 3 – Presentational Communication</p> <p>Students will write and speak in a language other than English to present information, concepts, and ideas on a variety of subjects.</p>	<p>Lesson 3 – Discussion of the seasons in Spanish.</p> <p>Review of the months of the year in Spanish</p> <p>Introduce the song with the seasons and weather.</p> <p>Practice correct pronunciation of seasons, months, and days.</p> <p>Introduce teacher made packet on the seasons and months of the year.</p> <p>Lesson 4 – Discussion of the weather terms in target language.</p> <p>Discussion of the weather differences in Latin American countries compared to the U.S.</p> <p>Discussion of weather terms in English (science connection)</p> <p>Practice pronunciation of weather terms.</p> <p>Create a folded flip book using the seasons and weather related vocabulary in Spanish</p>	<p>Oral assessment based on participation.</p> <p>Oral assessment based on singing songs on seasons and weather in target language.</p> <p>Accuracy of completed packet.</p> <p>Accuracy of completion of fold-flip booklet in Spanish.</p> <p>Presentation of student developed fold-flip book to class.</p>	<p>Calendar</p> <p>Mini posters of weather words and pictures.</p> <p>Video of season/weather song.</p> <p>Copy of song in Spanish.</p> <p>Materials to complete fold-flip booklet.</p> <p>Teacher made packet.</p> <p>Calendar</p> <p>Video of seasons/weather.</p>
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Grade 3 – Unit 3 – Day of the Dead

Essential Question: What is the real meaning of Day of the Dead?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 6 – Cultural Comparisons</p> <p>Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p> <p>Standard 4 – Cultures</p> <p>Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Lesson 1 Students take a pre-assessment of significant vocabulary to this holiday. Students fill in a Venn Diagram comparing Halloween and Day of the Dead. Discussion of the traditions of the holiday.</p> <p>Lessons 2-3 Discussion of and introduction to the traditions of the Day of the Dead.</p> <p>Show power point on the Day of the Dead, discussing the real meaning of the holiday (honoring relatives who have passed away, and inviting the spirits to join in a happy celebration)</p> <p>Students examine and discuss the significance of various items pertaining to the holiday.</p> <p>Introduce the new vocabulary from power point. Completion of crafts (skeleton) emulating the holiday with an understanding of its history and significance.</p>	<p>Pre-assessment.</p> <p>Oral assessment based on pronunciation.</p> <p>Accuracy in completion of the Venn Diagram comparing Halloween and Day of the Dead.</p> <p>Oral assessment of pronunciation of targeted vocabulary.</p> <p>Completion of craft for unit – skeleton.</p> <p>Post assessment after unit.</p>	<p>Venn diagrams</p> <p>Day of the Dead items</p> <p>Festive decorations with historical significance</p> <p>Day of the Dead items</p> <p>Festive decorations with historical significance.</p> <p>Art/craft supplies for craft completion.</p>
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Grade 3 – Unit 4 – La Rutina (ongoing) *This is part of Unit #2, which was interrupted due to holiday in Nov.

Essential Question: What are routines and why are they important to us?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1 - Interpersonal communication.</p> <p>Students use the skills of listening, speaking, reading, and writing.</p> <p>Standard 3 - Presentational Communication</p> <p>Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 1 – Discussion of the importance of having routines every day.</p> <p>Discussions of current routines the students have.</p> <p>Review of days of the week, months of the year and numbers.</p> <p>Review of how Latin American countries write the date, and list weather.</p> <p>Introduce expectations on filling out La Rutina in Spanish.</p> <p>Practice using complete sentences when describing the date and weather.</p>	<p>Oral participation in the discussion.</p> <p>Oral assessment based on pronunciation and participation.</p> <p>Accuracy of completed La Rutina in Spanish.</p> <p>Oral participation in discussion regarding routines.</p>	<p>Pictures and posters of days and months of the year.</p> <p>Teacher made La Rutina forms</p> <p>Student made fold-flip charts from previous lesson.</p> <p>Weather related vocabulary lists</p>

Grade 3 – Unit 5 – La Navidad

Essential Question – How is Christmas celebrated in the Latin American countries? Compare the traditions between Latin American Christmas and Christmas in the U.S.

GRADE 4TH

<p>Standard 6 – Cultural Comparisons</p> <p>Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.</p>	<p>Lesson 1 Students take a pre-assessment of significant vocabulary to this holiday.</p> <p>Power point of targeted vocabulary.</p> <p>Discussion of vocabulary presented in power point, teacher explains the differences between LA countries and the US.</p> <p>Complete Venn diagram to compare and contrast the Christmas season in the targeted countries and the US.</p>	<p>Pre-assessment.</p> <p>Oral assessment based on pronunciation.</p> <p>Accuracy in completion of the Venn Diagram comparing the Christmas season.</p> <p>Oral assessment of pronunciation of targeted vocabulary.</p>	<p>Venn diagrams</p> <p>Power point</p> <p>Festive decorations with historical significance</p>
<p>Standard 4 – Cultures</p> <p>Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Lessons 2-3 Discussion of and introduction to the traditions of the Christmas season.</p> <p>Read the book <i>The Legend of the Poinsettia</i> by Tomie DePaola in Spanish, the students read it in English (on overhead).</p> <p>As students listen the text, they collect a list of differences between the holidays.</p> <p>Discussion of theme: gratitude and how that differs in the US versus Latin American cultures as well as the expectation of children.</p> <p>Students examine and discuss the</p>	<p>Oral assessment of pronunciation.</p> <p>Observation of student participation.</p> <p>Completion of craft – following directions.</p> <p>Post assessment after unit.</p>	<p>Festive decorations with historical significance.</p> <p>The Legend of the Poinsettia by Tomie DePaola – English and Spanish copies</p> <p>songs</p> <p>Art/craft supplies for craft completion.</p>

Grade 4- Unit 1- Review from previous year

Unit 2. Data Collection

Essential Question: How can I apply my mathematical skills when collecting data in Spanish?

<p>Standard 2. Interpretive communication. Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.</p>	<p>Lesson 1. Discussion on the different ways to collect data, and how data collection helps with memorization (repetition of vocabulary). Review of the vocabulary related with animals (domestic and wild). Oral practice on pronunciation. Writing practice by taking notes.</p>	<p>Chart with answers from the discussion. Participation on the activity Oral assessment based on pronunciation.</p>	<p>Poster board, animal pictures, paper.</p>
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GRADE 4 – Unit 3 – What time is it? “Que hora es?”

Essential Question: What are the similarities and differences between telling the time in English and Spanish?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal Communication Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>Lesson 1 Review numbers 1-30, counting by 1’s, 5’s, and 10’s. Review the rules for telling time, up until half-past (in general). Review Spanish words “son” “las” “es la” “cuarto” and “media.”</p>	<p>Using the big clocks, students will set different times (on the hour, quarter and half-past). In partners, students will take turns writing a time, and the other will set the coordinating time on the clock.</p>	<p>Big clocks</p>
<p>Standard 3. Presentational Communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson 2 Students practice reading, writing, and speaking different times on a clock (o’clock, quarter past, half-past, and specific minutes).</p>	<p>Students will write the time in Spanish on a recording sheet. Students will read times out loud, in Spanish.</p>	<p>Recording sheet</p>

<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Lesson 3 Introduce the two different ways to read the minutes on the “off time.” Model in English and Spanish. Students practice in pairs and whole group.</p> <p>Students will understand that the analogue clock is used primarily in the Latin American cultures, whereas in the US we tend to depend on digital devices.</p>	<p>Informal discussion of key points</p> <p>Observation of time setting using big clocks</p>	<p>Big clocks</p>
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GRADE 4 – Unit 4 – Day of the Dead

Essential Question: What is the real meaning of Day of the Dead?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 6. Cultural Comparisons Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own</p>	<p>Lessons 1 and 2 Introduce traditions of Day of the Dead. Students examine and discuss the significance of various items pertaining to the holiday.</p> <p>Students fill in a Venn Diagram comparing Halloween and Day of the Dead.</p> <p>Students and teacher discuss the real meaning of the holiday (honoring relative who have passed, and inviting the spirits to join in a happy celebration).</p>	<p>Ability to successfully complete the Venn Diagram of the two holidays.</p>	<p>Day of the Dead items</p> <p>Pictures</p> <p>Festive decorations</p> <p>Movie</p> <p>Crafts (Skeletons)</p> <p>Bread of the Dead</p>

GRADE 4 – Unit 5 - Family

Essential Question: How are families viewed differently in the US versus Latin American countries? How are they the same?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 6. Cultural Comparisons Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own</p>	<p>Discussion of the nuclear family and what that means in the US vs. Latin American countries. Discussion of Latin American traditions regarding family – extended family members tend to live close by (house/neighborhood).</p>	<p>Informal discussion</p>	<p>Video “Families of Mexico” and “Families of Puerto Rico”</p>
<p>Standard 1. Interpersonal Communication Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>Review of pertinent vocabulary (basic family members in 1st and 2nd grade). Practice reading, writing, and speaking using new vocabulary: primo/a (cousins), sobrino/a (nephew & neice), padrastro (step father) and madrastra (step mother), bisabuelo (great grandfather), bisabuela (great grandmother).</p>	<p>Accuracy of worksheets</p>	<p>worksheet</p>

	Practice using worksheets/family trees.		
<p>Standard 3. Presentational Communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics</p>	Students describe their own family in writing (Spanish).	Students will be assessed on their ability to accurately use Spanish vocabulary to describe their families. This counts as a summative project grade.	Pictures of family Rubric

GRADE 4 – Unit 6 - Christmas

Essential Question: How is Christmas celebrated in the Latin American countries? Compare the traditions between Latin American Christmas and Christmas in the US.

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 6. Cultural Comparisons Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own</p>	<p>Read the book <i>The Legend of Poinsettia</i> by Tomie DePaola in Spanish, then students read it in English. As students listen to the text, they collect a list of differences between the holidays. Discussion of theme: gratitude (and how that differs in US – expectations of kids)</p> <p>Sing songs</p> <p>Make poinsettias</p>	<p>Informal observation of student participation.</p>	<p><i>The Legend of Poinsettia</i> by Tomie DePaola</p> <p>Songs</p> <p>Arts and crafts</p>
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Grade 4th – Unit 7- Latin America.

Essential Question: Essential Question: Why is it important to be able to identify the Latin American Countries?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Connections. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 1 - 3 Introduce the map of Latin America and the cardinal directions (in Spanish).</p> <p>First, students and teacher locate countries in Central America first.</p> <p>Using a map, students color and label to build recognition and familiarity.</p> <p>Next, students and teachers locate and build recognition of countries in South America.</p>	<p>Students' ability to recognize and label Central and South American countries.</p>	<p>Maps</p> <p>Colored pencils</p> <p>Blank maps</p>
<p>Standard 7. Connections. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Students create an accordion mini-book focusing on learning important geographic and historic facts from different countries in Latin American and Caribbean countries.</p>	<p>Accuracy and completion of accordion book</p>	<p>Accordion book</p> <p>Research materials</p> <p>Rubric</p> <p>Internet</p> <p>Power point presentation</p>

GRADE 4 – Unit 8 – Cinco de Mayo

Essential Question: What does Cinco de Mayo represent for the people of Mexico?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 4. Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.</p>	<p>Students begin discussing prior knowledge and any misconceptions.</p> <p>Students are immersed in a variety of materials related to Cinco de Mayo, including videos, maps, crafts, books, etc.</p>	<p>Students complete an exit ticket explaining the significance of Cinco de Mayo in the US and Mexico.</p> <p>The main focus is on the realization that Cinco de Mayo is not Mexico's independence day, but rather a celebration of a battle.</p>	<p>Books, videos, maps, etc. on topic</p> <p>Cinco de Mayo crafts</p>

GRADE 4 – Unit 9 – La Ropa

Essential Question: In what ways learning Spanish vocabulary helps you in the real world?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1- Interpersonal Language: Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills, with discussions of texts conducted in English.</p> <p>Standard 3-Presentational Communication Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Vocabulary is introduced with visuals on PPT organized by seasons. Connections to climate differences are made.</p> <p>Students practice spelling/memorizing of vocabulary words in a variety of methods. Language based games are encouraged (example: one team says “pantalones” and the other team must write a sentence using the word with correct spelling).</p> <p>Lesson #2 Mini-dictionary of clothing. Students will use their writing skills to create a bilingual mini-dictionary containing vocabulary in English and Spanish, a picture and a sentence</p>	<p>Students are assessed informally on their ability to use and spell the vocabulary correctly. This could be done in the form of an exit slip, or through observation during class.</p> <p>Students will be assessed by their ability to translate the vocabulary in written and oral form.</p>	<p>Power point Visuals Spelling packet</p> <p>Pictures Computer for listening practice Construction Paper</p>

FIFTH GRADE CURRICULUM

Unit 1- Greetings Review (September)

Unit 2- Let's go to Latin America

Essential Question: What is community? What vocabulary words do we need to learn to identify places in the community?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Communication. Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions.</p>	<p>Lesson #1. Classroom discussion identifying the different places that make our community.</p> <ul style="list-style-type: none">• Identify places that have similar pronunciation and spelling in the two languages.• Practice pronunciation of the new words.• Listening and comprehension activity by drawing a picture of the Spanish word provided by one student.	<p>Oral assessment based on participation. Listening activity using Quizlets.</p>	<p>Power Point. Pictures. White boards-markers.</p>

<p>Standard 6. Cultural Comparison</p>	<p>Lesson # 2.</p> <ul style="list-style-type: none"> • Review of the vocabulary from previous class. • Introduce vocabulary related to transportation. • Identify some means of transportation that could have similar or close pronunciation between the two language (car=carro). • Practice pronunciation of the new words. • Compare a map of Madrid containing places and means of transportation and compare it with our community (Plainville). 	<p>Written sentences demonstrating the correct use of Spanish grammar (noun and adjective order).</p> <p>Oral assessment based on participation.</p>	<p>Pictures. Power Point. Maps. White boards-markers.</p>
<p>Standard 3. Presentational Communication</p> <p>Students of modern languages will write and speak in a language Other than English to present information, concepts, and ideas on a variety of topics.</p>	<p>Lesson # 3.</p> <p>Students will select the vocabulary from the previous lesson and write sentences in Spanish describing the common places among the two communities.</p> <p>Students may also connect Madrid's size and infrastructure with cities in the USA like Boston and New York.</p> <p>Students will work in groups recreating a town using pictures, 3D images, and appropriate labels in Spanish.</p>	<p>Students will be assessed on the construction of the project showing an organize town, using the correct labels, and some source of creativity.</p> <p>Oral assessment based on the presentation of the vocabulary (pronunciation, intonation)</p>	<p>Maps Pictures Supplies for project.</p>

Unit 3. Day of the Dead

Essential Question: What is the real meaning of Day of the Dead?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 6. Cultural Comparison Students will demonstrate an understanding of the concept of culture through comparison Of the target culture with their own.</p>	<p>Lesson #1 Introduce traditions of Day of the Dead. Students examine and discuss the significance of various items pertaining to the holiday. Students fill in a Venn Diagram comparing Halloween and Day of the Dead. Students and teacher discuss the real meaning of the holiday (honoring relatives who have passed, and inviting the spirits to join in a happy celebration).</p>	<p>Ability to successfully complete the Venn Diagram of the two holidays.</p>	<p>Day of the Dead items. Pictures Festive decorations Crafts Bread of the Dead.</p>
<p>Standard 4. Cultures Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.</p>	<p>Lesson # 2 Students will watch a video to grasp a better understanding of the traditions and practices of this holiday. Students will create an artifact representing the Day of the Dead. The artifact will have a written explanation of its meaning (In English).</p>	<p>Students will be assessed on the clarity of the written message explaining the meaning of their Day of the Dead artifact.</p>	<p>Video Pictures Artifacts</p>

GRADE 5 – Unit 4 – Latin American Countries

Essential Question: Why is it important to be able to identify the Latin American Countries?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Connections. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson #1 Review the name and location of the Latin America countries. Review some important facts from each country. Work on a map labeling and coloring the countries.</p> <p>Lesson #2 Using their target language students will create a passport to travel to one Latin America. *Connection to 4th grade Social Studies content.</p>	<p>Students will be assessed by their ability to remember the names of the 21 Latin American countries.</p> <p>Students' ability to locate the countries on a map.</p> <p>Finished passport containing the right information.</p>	<p>Maps Copies Video clips</p> <p>Copies with pictures Pictures</p>

GRADE 5 – Unit 5 - Christmas

Essential Question: How is Christmas celebrated in the Latin American countries? Compare the traditions between Latin American Christmas and Christmas in the US.

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.</p>	<p>Teacher and students have a discussion of the different traditions including when holidays are celebrated.</p> <p>Students will compare the different traditions and find out the most common traditions among us.</p> <p>Students will work on a Venn Diagram comparing the different traditions from their culture and the Latin American culture.</p>	<p>Class participation.</p> <p>Written work of their Venn Diagrams.</p>	<p>Video clip “Multicultural Christmas” United Streaming.</p> <p>Copies of Venn Diagram,</p>

GRADE 5 – UNIT – 6 Ancient civilizations of Central and South America (Mayas-Aztecs- Incas)

Essential Question: How the study of others’ culture help us to define our own?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 4. Cultures Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.</p>	<p>Teacher will present the Indian civilizations in the following order: Mayas, Aztecs, and Incas. Teacher will present information describing the location, life style, values, and traditions. Students read important aspects of each culture and draw conclusions from it.</p>	<p>Classroom participation.</p>	<p>Power Point. Pictures. Books</p>

<p>Standard 7. Connections. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson # 2. Students will watch informative videos on each Civilization to clarify miss understandings and the find out reasons for their disappearance.</p> <p>Students will collect information from the video to create a mini brochure illustrating important aspects from the civilization.</p>	<p>Finished brochure.</p>	<p>Video Paper Copies.</p>
<p>Standard 7. Cultural Comparison. Students will demonstrate an understanding of the concepts of culture through comparison of the target culture with their own.</p>	<p>Lesson #3 Teacher and students will discuss what they learned in the Social Studies</p>		

Grade 6.

Unit 1. Review from previous years (greetings- days-months-seasons-weather)

Grade 6 Unit 2. Cognates

Essential Question: How the Spanish and English languages are related?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 7. Connections Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 1. Students will participate in a scavenger hunt activity.</p> <p>Students will create a list of cognates as they go around the classroom finding them.</p> <p>Students will work in groups translating and finding the meaning of each cognate.</p>	<p>Level of participation during the activity.</p> <p>Observation of students' participation during the activity.</p> <p>Group discussion during the translation.</p>	<p>Projector</p> <p>Pictures</p> <p>Index cards</p>
<p>Standard 1. Interpersonal Communication Presentational communication. Using selected words, phrases, and expressions with no major repeated patterns of errors, students will describe people, places, and things.</p>	<p>Lesson 2. Students will create a mini- cognate book.</p> <p>Each student will get directions to assemble a mini-book. Then, each student will write cognates in alphabetical order.</p> <p>Optional: Student could illustrate the cognates.</p>	<p>Level of participation during the activity.</p> <p>Presentation of the mini-book</p>	<p>Projector</p> <p>Pictures</p> <p>Worksheets</p>

Grade 6. Unit 3. Descriptions

Essential Question: How learning Spanish adjectives help me to describe people, things and events?

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 3. Presentational communication. Using selected words, phrases, and expressions with no major repeated patterns of errors, students will describe people, places, and things.</p>	<p>Lesson 1. Introduce of adjectives for physical description.</p> <p>Practice the pronunciation by repeating after the teacher, and by listening to others' pronunciation.</p> <p>Create cards using pictures and vocabulary words.</p>	<p>Oral assessment based on pronunciation when repeating the vocabulary.</p> <p>Presentation of the cards: number of cards, representation of the vocabulary, and use of the right spelling.</p>	<p>Projector</p> <p>Pictures</p> <p>Index cards</p>
<p>Standard 7. Connections Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 2. Introduce adjectives used to describe personality traits.</p> <p>Discussion of the placement of the adjective in the Spanish language.</p>	<p>Oral assessment based on pronunciation when repeating the new vocabulary.</p> <p>Ability to provide oral and written examples to show understanding of the rule.</p>	<p>Projector</p> <p>Pictures</p> <p>Worksheets</p>
<p>Standard 5. Linguistic Comparison. Using sentences, string of sentences, and recombination of learned words, phrases, and expressions in the target language students will recognize grammatical categories such as tense, gender, and agreement in the target language and English.</p>	<p>Lesson 3. Introduce of the verb "to be" present tense first and second person of the singular.</p> <p>Discuss the noun, adjective, gender, and number agreement.</p>	<p>Observation of students' participation in the discussion.</p> <p>Application of the new knowledge on examples and worksheets.</p>	<p>Projector</p> <p>Worksheets</p>

6th Grade. Unit 4. Latin American Traditional Food

Standard	Benchmark Tasks (activities)	Assessments	Resources
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<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Make and respond to request 2. Express likes and dislikes 3. Exchange information and knowledge 	<p>Lesson 1. Introduce vocabulary related to breakfast, lunch and dinner. Compare North American traditional meals to traditional Latin American meals. Practice short sentences to express likes and dislikes and different food items related to food.</p>	<p>Oral assessment based on pronunciation when repeating the vocabulary. Observation of students' participation. Length of sentences and expressions to express likes and dislikes.</p>	<p>Quizlet for listening practice. Pictures and cards Worksheets.</p>
<p>Standard 3. Presentational Communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 1. Express needs and emotions. 2. Write list or short notes, and short paragraphs. 	<p>Lesson 2. Introduce vocabulary related to fruits, and vegetables. Introduce of the verb "to like" in present tense first and second person of the predicate.</p>	<p>Observation of students' oral participation on the discussion. Degree of performance while recognizing items students' like and dislike.</p>	<p>Pictures Real/ fake items. CD for listening practice.</p>
<p>Standard 6 Cultural Comparisons. Students will demonstrate an understanding of culture through comparison of the target culture with their own.</p>	<p>Lesson 3 Oral discussion of some exotic fruits and vegetables eaten in the United states, but that originate from Latin America.</p>	<p>Observation of students' participation. Degree of performance while recognizing the items according to their Spanish name.</p>	<p>Pictures Real/ fake items. CD for listening practice.</p>

Essential Question: Why it is important to learn vocabulary on food, and traditional Latin American dishes?

6TH Grade. Unit 5. Classroom objects.

Essential Questions: How would you use the Spanish vocabulary on classroom objects to communicate in class?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 1. Interpersonal communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 4. Make and respond to request 5. Exchange information and knowledge 	<p>Lesson 1. Introduce vocabulary related to classroom objects.</p> <p>Identify the possible cognates presented between the two languages.</p>	<p>Oral assessment based on pronunciation when repeating the vocabulary.</p> <p>Observation of students' participation.</p>	<p>Quizlet for listening practice.</p> <p>Pictures and cards</p> <p>Worksheets.</p>
<p>Standard 3. Presentational Communication. Using selected Spanish words, phrases, and expressions with no major repeated patterns of error, students will:</p> <ol style="list-style-type: none"> 3. Write list or short notes, and short paragraphs. 	<p>Lesson 2. Writing practice of the vocabulary.</p> <p>Students will listen to a pre-recorded message, and write the Spanish vocabulary.</p>	<p>Observation of students' reaction to produce written language.</p> <p>Degree of performance while recognizing items students' like and dislike.</p>	<p>Pictures</p> <p>Real/ fake items.</p> <p>CD for listening practice.</p>

6th Grade. Unit 6. Geography of South America

Essential Question: How the geography (location, land forms, etc.) influences my life style?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>Standard 7. Connections</p> <p>Students of modern languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.</p>	<p>Lesson 1. Introduce of the south American geographical regions by using a video clip from United Streaming.</p> <p>Work on blank maps representing the regions using different colors.</p> <p>Label the regions.</p>	<p>Observation of students' participation.</p> <p>Finished maps following the color-codes.</p>	<p>Maps</p> <p>Computers</p> <p>colors</p>
	<p>Lesson 2. Introduce the main geographical features from each region.</p> <p>Working with the information provided by the teacher, the students will identify geographical features unique to each region (rivers, mountains, volcanoes, etc).</p> <p>Create a series of symbols to be used to represent the features in a map.</p>	<p>Observation of students' oral participation on the discussion.</p> <p>Degree of performance while working on the activity.</p>	<p>Pictures</p> <p>Maps</p> <p>Supplies.</p>

