



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

Grade(s): 3-5

Designer(s): Byrne, Fahie,

Exploratory

3rd grade- 5th grade

Third Grade Black **Fourth Grade Orange** **Fifth Grade Purple**

STAGE 1 – DESIRED RESULTS

Unit Title: Theme 1 - Identity

Themes/Concepts: Identity

Enduring Understandings:

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

Students will understand that...

- they are unique individuals that come together to form a community with common interests.
- they have responsibilities towards the well-being of their community.

Essential Questions:

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

- What makes a community?
- What responsibilities do they have towards the well-being of their community?

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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)?

Link to [Theme 1 Exploratory K-2](#)

- how to express why their friends are important to them. (**estar, tener, ser, querer, poder, saber, gustar, dar**)
- different kinds of communities within and outside of their school. (**haber, ser, tener, gustar, necesitar**)
- how they are the same and different from other members of their communities. (**ser, tener, gustar**)

Students will be able to:

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

- **list** the qualities that they like/want in a friend and **list** the qualities that they do not like/want in a friend
- **listen to and describe** what their friends can and cannot do.
- **describe** your friends' favorite qualities.
- **express** what your friends know about you.
- **understand** the definition of a community. (Una comunidad es un grupo de personas que tienen algo en común.)
- **name** some small, medium and large communities.
- **read and respond** to questions involving short texts, pictures and movie clips related to different types of communities..
- **describe** themselves using adjectives
- **describe** how they and their friends are alike and different from other members of their communities.



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<ul style="list-style-type: none">● how to express their preferred sports, classes and interests (foods, animals, seasons, weather) (<i>gustar, ser, tener, querer, poder</i>) ● how to recognize places in the community where people go (<i>ir</i>) ● what responsibilities they have as a family and community member. (<i>necesitar, ayudar, deber, poder</i>)	<ul style="list-style-type: none">● recognize and indicate communities to which they belong or would like to belong.● tell what they and their friends like and dislike.● identify list, label and exchange information about preferred sports, classes and interests (foods, animals, seasons, weather) using gustar● ask and answer questions about my peers' activities and classes● identify different classes that they have, using tener ● understand places to go in the community● write and present short phrases and simple sentences about places in the community where you and your friends go ● review family and community members.● understand responsibilities (chores) they have within their family.● understand what they can do to make their community better
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STAGE 1– STANDARDS/COMPETENCIES	
Code	Standard
WL.1	The student will exchange simple spoken and written information in the target language.
WL.2	Student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
WL.3	The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
WL.4	The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
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.
WL.10	The student will compare basic elements of the target language to those of English and other languages.



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STAGE 2 – ASSESSMENT EVIDENCE

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

Adapted from *Understanding by Design*, Unit Design Planning Template (Wiggins/McTighe 2005)

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.



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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:



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