



Proficiency

3rd grade- 5th grade

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

STAGE 1 – DESIRED RESULTS

Unit Title: Theme 1

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?

- Who am I?
- 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)?

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- 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**)
- **Describe** themselves using adjectives and how they are the same and different from other members of their communities. (**ser, tener, gustar, saber**)

Students will be able to

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

- **List** the qualities that they want in a friend.
- **List** the qualities that they do not want in a friend.
- **List** what your friends can and cannot do for you when you are feeling a certain way.
- **Define** community.
- **Name** some small, medium and large communities.
- **describe** what makes them different. **Compare and contrast** two people. **Differentiate** themselves from others
- **Use saber** to say what they and their friends know how to do.



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<ul style="list-style-type: none"> • How to express their preferred sports, hobbies, classes and interests and say why you like them. (<i>gustar, ser, tener, querer</i>) • How to describe where they go when they want to do something in their community. (<i>querer, ir</i>) • What responsibilities they have as a family and community member. (<i>necesitar, ayudar, deber, poder</i>) 	<ul style="list-style-type: none"> • Identify and list communities to which they belong or would like to belong. • Tell what they and their friends like and dislike. • ask questions about their peers' activities and classes • identify and exchange information about preferred activities (sports, games and hobbies) and classes, using tener • 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.) • write short phrases and simple sentences about activities and classes <ul style="list-style-type: none"> • Identify places to go in the community • Describe what they do in those places. • read and respond to questions involving short text • describe what they like to do in different places using: <i>gustar + aprender, comprender, escuchar, leer and escribir</i> • write about where you and others go and are going to go on certain days of the week, using <i>ir and ir +</i> <ul style="list-style-type: none"> • Review family members and describe them. • Identify and list responsibilities (chores) they have within their family. • List what they can do to make their community better • understand and respond to information when presented with pictures or graphs
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<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)	<p>CULTURE understand that customs and traditions vary amongst Spanish speaking countries* and the United States</p>
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STAGE 1– STANDARDS/COMPETENCIES	
Code	Standard
WI.1	The student will exchange simple spoken and written information in the target language.
WI.2	Student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
WI.3	The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
WI.4	The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
WI.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	
<p>District Resources: <i>When designing the learning plan, these resources are intended to be a primary resource used by teachers.</i></p> <ul style="list-style-type: none"> Type the title of the resource here. <p>Santillana: Descubre el Español</p> <p>Click here to access the resources listed above.</p>	<p>Supplemental Resources: <i>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.</i></p> <ul style="list-style-type: none"> Type the title of the resource here. <p>Videos: Level C: Descubre el Español Unidad 3 Week 1, Week 2, Week 3</p> <p>Click here to access the resources listed above.</p> <p>Click on the link below to view the video.</p> <p>Video: Miguel y Sabo en la escuela</p>



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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.):