



**Unit # 1: Identity**

**Subject(s): FLES Exploratory**

**Grade(s): K-2 Exploratory**

**Designer(s):**

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

Exploratory

**Kindergarten/First Grade: Black**

**Second Grade: Purple**

**STAGE 1 – DESIRED RESULTS**

**Unit Title:** Theme 1 Identity  
**Themes/Concepts:** All About Me

**Enduring Understandings:**

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

*Students will understand that...*  
they are unique individuals with likes and dislikes.

**Essential Questions:**

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

How do people get to know me?

**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 **introduce**, **talk** about themselves and **use question words in context** in response to simple prompts, salutations, introductions, feelings, identity and age (**ser, estar and tener**)
- how to identify body parts and **describe** themselves or **someone else** using simple adjectives of size, color and personal attributes. Identify body parts (**tener, ser**)
- how to **express their own preferences** using likes and dislikes and including colors, months of the year, classes and days of the week (refer to components of the calendar, starting with Monday vs Sunday) (**gustar**)

**Students will be able to:**

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

- **greet** someone according to the time of day
- **introduce** themselves to others
- **ask someone his or her name**
- **dialogue with peers about their feelings**
- **state** their age and if they are happy or sad
- **respond** to questions about their name, age and feelings, **expanded feelings**
- **understand and retell with support (scaffolding, sequencing, matching text with images)** a story with visuals
- with "either/or" prompts, **tell** whether they are tall, medium or short.
- **answer the Spanish question "Are you tall, medium or short?"**
- **identify and describe** their hair color and eye color. (body parts, **expanded body parts**).
- **describe their peers**.
- **illustrate** a picture using a word bank.
- **label** the picture to describe themselves and **identify** body parts.
- **answer** yes/no questions about what they like/don't like,
- **name and identify** basic colors, **expanded colors**.
- **illustrate and label** a picture of what they like/don't like,
- **understand** the difference between the expressions- *me gusta and no me gusta* (using gestures, emojis and/or other visuals),
- **identify** what **expanded** colors they like,
- **identify** what days of the week and months of the year they like,
- **recite** current day/month of the calendar



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- how to **identify, describe and talk about** objects from their surroundings using basic descriptive adjectives including colors and numbers. **(state** what and how many). *(hay)*
- how to **express** what they have and what they want *(tener, querer)* and **use question words in context.**
- how to **express** where **and when** they go using familiar vocabulary (days of the week, months and seasons) and *(ir)* **use question words in context.**
- how to **respond** to commands

**CULTURE:**

- basic information from Spanish speaking countries in context (for example: clothing, animals, music, food, flags, cultural/current events, holidays, and/or stories)

- **understand** and **recognize** basic classroom objects **expanded classroom objects.**
- **identify and describe** classroom objects using colors, size and number
- **recognize** and **recite** numbers from 0-20, 0-31 on the calendar
- **describe** their peers
- **answer** yes/no questions about what they have/want.
- **illustrate and label** a picture of what they have/want.
- **tell** what they have and/or want with a few words or short phrases.
- **ask** what they have and/or want.
- **respond** to "either/or" questions about where, when or how they go somewhere.
- **ask** where and when someone is going.
- **understand** and **respond** to commands

**CULTURE**

- **understand** that customs and traditions vary amongst Spanish speaking countries\* and the United States

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



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STAGE 1– STANDARDS/COMPETENCIES	
Code	Standard
WL.1	The student will exchange simple spoken <b>and written</b> information in the target language.
WL.3	The student will understand simple spoken <b>and written</b> 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 <b>and in writing</b> in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
WL.11	The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

**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.

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.



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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.

Book: [The Very Hungry Caterpillar](#)

Poem: [La familia](#)

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.):