



**Unit #:** 1      **Subject(s):** FLES Proficiency  
Laumann, McKenzie, Prell, Romero, Zamora

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

**Designer(s):** Byrne, Fahie, Harrington

Proficiency    Kindergarten - 2nd Grade    Kindergarten Black    **First Grade Orange**    **Second Grade Purple**

**STAGE 1 – DESIRED RESULTS**

**Unit Title:** Theme 1  
**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 and convey** information about themselves and others 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 **expanded** adjectives of size, color and personal attributes. (**tener, ser**)
- how to **express their own preferences and others** 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 Sunday

**Students will be able to:**

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

- **Listen** to and understand a short conversation between native speakers who are introducing themselves.
- **Greet** someone according to the time of day.
- **Introduce** themselves to others.
- **Dialogue** with peers about their feelings and age, **expanded feelings**
- **Respond** to questions about their name and age, **ask personal information of others** (Examples: What's his/her name, birthdate, likes/dislikes, etc)
- **State** their age and if they are happy or sad
- **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 questions about yourself.**
- **Identify and describe** their hair color and eye color.
- **Describe their peers.**
- **Illustrate** a picture using a word bank
- **Recognize and identify** body parts, **expanded body parts, continue to expand body parts.**
- **Label** the picture to describe themselves or someone else and **identify** body parts.
- **Answer** yes/no questions about what they like/don't like,
- **name and identify** basic colors, **expanded colors, continue to expand colors.**
- **Illustrate and label** a picture of what they like/don't like,
- **read and answer orally and in writing about what colors they like**

<p>vs Monday) (<i>gustar</i>)</p> <ul style="list-style-type: none"> <li>• how to <b>identify, describe and talk about</b> objects from their surroundings using basic <b>expanded</b> descriptive adjectives. (<b>state</b> what and how many). (<i>haber, tener, ser</i>)</li> <li>• how to <b>express</b> what they have/don't have and what they want/don't want (<i>tener, querer</i>) and <b>use question words in context</b>.</li> <li>• how to <b>express</b> where, <b>when, how and with whom</b> they go using familiar vocabulary (days of the week, months and seasons) and (<i>ir</i>) <b>use question words in context</b>.</li> <li>• how to <b>respond</b> to commands</li> </ul> <p>CULTURE:</p> <ul style="list-style-type: none"> <li>• basic information from Spanish speaking countries in context (for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the difference between the expressions- <i>me gusta and no me gusta</i> (using gestures, emojis and/or other visuals), <b>tell what colors they like, write and read about what they like</b></li> <li>• <b>Identify</b> what <b>expanded</b> colors they like.</li> <li>• <b>Identify</b> what days of the week and months of the year they like.</li> <li>• <b>Recite</b> current day/month of the calendar</li> </ul> <ul style="list-style-type: none"> <li>• <b>understand</b> and <b>recognize</b> basic classroom objects <b>expanded classroom objects, continue to expand classroom objects.</b></li> <li>• <b>identify and describe</b> classroom objects using colors, size and number</li> <li>• <b>recognize</b> and <b>recite</b> numbers from 0-20, 0-39, 0-50 on the calendar</li> <li>• <b>describe</b> their peers</li> </ul> <ul style="list-style-type: none"> <li>• <b>illustrate</b> some words about what they have/want <b>illustrate a short text about what they want/have</b></li> <li>• <b>Answer</b> yes/no questions about what they have/don't have and want/don't want.</li> <li>• <b>Illustrate and label</b> a picture of what they have/don't have and want/don't want.</li> <li>• <b>Tell</b> what they have and/or want with a few words or short phrases.</li> <li>• <b>Ask</b> what they have and/or want.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Respond</b> to "either/or" questions about where, when or how they go somewhere.</li> <li>• <b>Ask</b> where and when someone is going.</li> </ul> <ul style="list-style-type: none"> <li>• <b>understand</b> and <b>respond</b> to commands</li> </ul> <p>CULTURE</p> <ul style="list-style-type: none"> <li>• <b>understand</b> that customs and traditions vary amongst Spanish</li> </ul>
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example: clothing, animals, music, food, flags, cultural/current events, holidays, and/or stories, poems)

speaking countries\* and the United States

**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.
WL.6	The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs.



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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.

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](#)

Click here to access the resources listed above.

Click on the link below to view the video.

[Video: Todo mi cuerpo' Spanish song for kids - learn body parts & activities!](#)

[Video: Chu Chu Tv](#)





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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.):