

First Grade

UNIT 1: I Am a Courteous Friend

I can do everything from Kindergarten plus...

UNIT PERFORMANCE OBJECTIVE 1:

I can politely express a variety of greetings, farewells, and basic personal information.

PERFORMANCE INDICATOR 1.1

I can greet, say goodbye, and respond to others using a variety of cultural expressions.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunks	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can recognize greetings, farewells, and feelings when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=NMZzGZu15vk&list=PLE75AcDqWirIHRaQxcb7J0mvrw-B83HFd	How are you today?	Welcome	Teacher play "Basho" greeting song video, students make body movements or gestures to represent the greeting or farewell they hear. Teacher shows pictures of faces/emotions. Students answer yes/no questions about how that person is feeling today.
		How's it going?	Greeting	
		See you tomorrow	Farewell	Teachers show images of a scenario such as sneezing, bumping into, passing an item etc. Students match the word or phrase of courtesy to the corresponding picture. Example: <ul style="list-style-type: none"> Sneeze/Bless You Thank you/You're Welcome
	I can identify expressions of courtesy. Interpretive Listening/Reading https://www.youtube.com/watch?v=dG453BiT6DQ	See you later	Happy Sad Bad Angry Tired So-so Sick	
OUTPUT	I can ask and respond to the question "how are you?". Interpersonal Speaking	Good Morning		In pairs, students ask each other in a variety of ways "how are you today?" Students respond with at least 5 different feelings accompanied with an appropriate facial expression or gesture. Students rotate partners and reverse roles.
	I can politely greet, give a farewell, and respond to others. Interpersonal Speaking Resources http://spanish4teachers.org/elementaryspanishresources/ https://www.csun.edu/~hcedu013/eslsp.html	Good Afternoon	Change! (change roles or partners)	

FORMATIVE PERFORMANCE ASSESSMENT

Students work in pairs or groups to create a simple 8-line dialogue that includes: Hello, greeting, names, feelings, and farewell. Students perform the dialogue in front of an audience.

UNIT PERFORMANCE OBJECTIVE 1:**I can politely express a variety of greetings, farewells, and basic personal information.****PERFORMANCE INDICATOR 1.2.****I can give simple descriptions of myself and others.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can understand when people are asking or telling each other their age. Interpretive Listening https://www.youtube.com/watch?v=JfpFDOS34yU	How old are you? I am ____ years old	Nice/Kind Polite Funny Serious Honest Respectful	Students listen to simple song and retell ages mentioned.
	I can identify words that describe others. Interpretive Listening/Reading	What are you like? I am _____. What is your/a good friend like?	Friend	Teacher calls out a descriptive word and students act out or illustrate that description.
	I can ask and respond to the question “How old are you?”. Interpersonal Speaking	My/A good friend is _____.		Students ask each other “How old are you?” and respond correctly. Teacher asks students individually “How old are you?” Student answers “I am ____ years old.” Students tally the ages and share the data found.
	I can say what I am like and what others are like. Interpersonal Speaking Resources http://www.bbc.co.uk/schools/primarylanguages/spanish/ http://www.cal.org/earlylang/teaching/materials_and_curricula.html	He/She is _____.		Using inner/outer circle, students ask and answer “What are you like?” and/or “What is a good friend like?” and respond with 2 descriptions. Rotate and switch roles each turn.

FORMATIVE PERFORMANCE ASSESSMENT**Students illustrate their good friend. Students present their friend’s name, age, and at least 3 personality descriptions to an audience.**

First Grade

UNIT 2: In Our Classroom

I can do everything from Kindergarten and Unit 1 plus...

UNIT PERFORMANCE OBJECTIVE 2:

I can understand and say what I do and learn in my classroom.

PERFORMANCE INDICATOR 2.1

I can follow and give simple classroom routines and commands.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	I can follow and perform a simple command when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=qMe8ngqR86k	Let's ____ Show me Raise your hand Come here Go over there	Look Listen Answer Sit down Stand up Sing Speak/Say Share	Teacher states a command and students act out the command with gestures. Students are given a set of cards with commands. Teacher acts out a situation and students hold up corresponding command.
	I can give simple commands to others. Presentational Speaking Resource https://fonetwork.uoregon.edu/linguafolio-jr/	Silence, please It's your turn		Students take turns being "Simon" and play "Simon Says" utilizing the commands. In pairs, students act in role-play. One student acts as the teacher and the other the student. The "teacher" gives a command and "student" acts it out. Rotate partners and switch roles.

FORMATIVE PERFORMANCE ASSESSMENT

In groups of 4, students take turns acting as the teacher and giving commands. Peers respond to the commands given by acting them out. Students then present their act to the class.

UNIT PERFORMANCE OBJECTIVE 2:**I can understand and say what I do and learn in my classroom.****PERFORMANCE INDICATOR 2.2.****I can count as many as 20 objects or people.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
“Daily” Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can identify numbers up to 20 when I hear or read them.</p> <p>Interpretive Listening/Reading</p> <p>https://www.youtube.com/watch?v=CQoLqBBPaTk</p> <p>https://www.youtube.com/watch?v=6FEyfy5N3Nc&list=RD6FEyfy5N3Nc#t=0</p>	<p>What number is this?</p> <p>This is the number ____.</p> <p>How many ____ are there?</p> <p>There are ____</p>	<p>Numbers 0-20</p> <p>Count</p> <p>Review: Colors</p>	<p>Teacher calls out a number and students write the number on a whiteboard or trace the number in a set of numbers provided in a page protector.</p>
	<p>I can sequence numbers up to 20 when I hear or read them.</p> <p>Interpretive Listening/Reading</p>			<p>Given a set of written numbers from 0 to 20, teacher calls out numbers in random order, students put numbers in sequential order.</p>
OUTPUT	<p>I can recite the numbers up to 20.</p> <p>Presentation Speaking</p>			<p>Students perform a simple song using numbers.</p>
	<p>I can ask and answer how many objects there are.</p> <p>Interpersonal Communication</p> <p>Resources</p> <p>https://www.gusontheego.com/free-spanish-language-printables/</p>			<p>Teacher provides a baggie of objects (blocks, crayons, etc.). In pairs, students take turns asking and answering how many objects there are based on its color.</p>

FORMATIVE PERFORMANCE ASSESSMENT

Teacher sets up stations throughout the classroom with a specific number of objects (manipulatives). Students work in pairs or groups to visit each station and count and record the items in each station. Students ask each other “How many are there?” and answer “There are ____.”

Grade 1

UNIT 3: Our Calendar

I can do everything from Kindergarten and Units 1-2 plus...

UNIT PERFORMANCE OBJECTIVE:

I can use a calendar to talk about days, months and birthdays.

PERFORMANCE INDICATOR 3.1

I can say the days of the week, months, my birthday month, and the birthday month of others.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify the day or month of the year when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=BdLuT_P0OzE https://es.123rf.com/imagenes-de-archivo/calendario.html?mediapop-up=50563121	What month is it? It is ____ In what month is your birthday? My birthday is in ____.	Review Days of the Week January through December month year birthday cognate	Using a calendar from a Target Language country, students point to the day or month called out by the teacher.
	I can recognize my birthday month when I hear or read it. Interpretive Listening/Reading https://www.youtube.com/watch?v=UeDgndaH9HM	The months of the year are ____ It's hot		Students listen to a song about months and signal when they hear their birthday month.
	I can ask others and respond to questions about birthdays. Interpersonal Communication I can name the months of the year Presentational Speaking https://www.youtube.com/watch?v=qB1bM114Iy8 I can express what I do during the months of the year. Presentational Writing	It's cold. What is your favorite ____? (day, month) My favorite ____ is ____.	Lowercase Uppercase	In pairs, students take turns asking each other their birthday month. Students respond to the question correctly. Students sing a simple song about the months. Students receive a worksheet that includes the following 12 sentences. "In __ (month) __ I (draw a picture). Students write the name of each month in a blank and illustrate what they do in that month.

FORMATIVE PERFORMANCE ASSESSMENT

Students interview at least 5 classmates asking the three questions "In what month is your birthday?" "What is your favorite day of the week?" and "What is your favorite month of the year?" Students answer in complete sentences.

Grade 1

UNIT 4: My Family and Me

I can do everything from Kindergarten and Units 1-3 plus...

UNIT PERFORMANCE OBJECTIVE 4:

I can give basic information about my family and the families of others.

PERFORMANCE INDICATOR 4.1

I can identify and name family members.

	What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
	"Daily" Learning Targets	Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can identify family members when I hear or read them. Interpretive Listening/Reading https://www.youtube.com/watch?v=8osFfcMSt3A https://www.youtube.com/watch?v=EgN_w3dqMU0	Who is this/he/she? This is my _____ He is (my/the) _____ She is (my/the) _____.	man/woman boy/girl mother/father grandmother/grandfather brother/sister	Students indicate family members from a culturally authentic painting or photo.
	I can understand information about family members. Interpretive Listening https://www.youtube.com/watch?v=T1svGpYS28	Who are they? They are (my/the) _____. What is his/her name?	aunt/uncle cousin pet dog	Teachers reads a simple family story. Students answer yes/no questions (using language chunks).
	I can name family members. Presentational Speaking/Writing	My _____'s name is _____.	cat	Students draw a family portrait and label family members.
	I can ask and respond to basic questions about my family and the families of others. Interpersonal Speaking			Using self-portrait from above, students work in pairs to ask and answer questions about each other's family.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a family tree/album. Students label family members and introduce each member and their names in complete sentences to an audience.

UNIT PERFORMANCE OBJECTIVE 4:**I can give basic information about my family and the families of others.****PERFORMANCE INDICATOR 4.2****I can give basic descriptions of family members.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	I can understand a simple personal description when I hear or read it. https://www.youtube.com/watch?v=1iDIAAd1L9FM https://www.youtube.com/watch?v=OvwyP-jl42 <i>Interpretive Listening/Reading</i>	What is he/she like? He/She is _____. My _____ is _____. What does he/she have? He/She has _____. I have _____. I don't have _____.	Small Big Tall Short Good looking Blonde hair Red Hair Brown Hair Black Hair Gray Hair To have	Students draw an illustration of a person according to the teacher's verbal or written cues.
	I can match descriptions when I hear or read them. <i>Interpretive Listening/Reading</i>			Students match a picture with a description.
	I can give a simple description of family members. <i>Presentational Writing</i>			Students illustrate a simple family tree and write 3 descriptive sentences.
O U T P U T	I can ask and respond to questions about family members. <i>Interpersonal Communication</i>			Teacher provides a list of simple questions and students interview each other about family members.

FORMATIVE PERFORMANCE ASSESSMENT

Students create a family booklet/photo album. Students illustrate up to 4 members. In complete sentences, students must introduce the family member, give his/her name, and one physical description. Students present their booklet to an audience/small group/partner.