



Subject Area: World Language	Course: Grade K Spanish	
Unit 1 Title: Welcome to Spanish/Greetings and Farewells	Start: Date September 1	End: Date September 7
Unit Summary: This unit introduces Spanish as a second language. This unit covers greetings, farewells and introductions		

Massachusetts Learning Standards Novice Low World Languages Standards

Communication Standards

2 Interpersonal Communication - In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a)
- b. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b)
- c. Provide memorized questions. (NL.2.c)

3. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Demonstrate awareness and understanding of themselves and their audience. (NL.3.a)
- b. Provide simple, basic, prepared information in culturally appropriate ways. (NL.3.b)

4. Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NL.4.a)
- b. Use appropriate highly practiced gestures and behaviors. (NL.4.b)
- c. Recognize some behaviors that are likely to offend members of target-language cultures. (NL.4.c)

Lifelong Learning Standards

7. Connections - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a)
- b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NL.7.b)

8. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:

- b. Become lifelong learners by:
 - 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)
 - 2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.8.b.2)
 - 3. Identifying uses of the target language in the community. (NL.8.b.3)
 - 4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.8.b.4)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Greet the teacher and friends when entering the classroom. Say farewells when leaving the classroom.

- Engage in conversation with friends and ask how they are feeling on that day.
- Answer correctly when friends ask how they are on that particular day.

Meaning

Enduring Understandings

Students will understand that...

With a second language, students:

- Become independent citizens
- Become citizens of the world able to communicate with people around the globe
- Learn about a new culture.
- Will gain another form of communication

Essential Questions

Students will consider...

- Why is it important to become an independent citizen?
- Why is it important to communicate with people around the world?
- How does learning about a new culture benefit everyone?
- What is the benefit of being able to communicate in a variety of ways?

Acquisition

Knowledge

Students will know...

Vocabulary:

- Hola/ hello
- Buenos dias/ good morning
- Buenas tardes/ good afternoon
- Como estas?/How are you?
- Estoy bien/ I'm doing well
- Estoy más o menos/ I'm doing so so
- Estoy mal/ not well
- Adios/Goodbye

Skills

Students will be skilled at...

- Greeting each using the universal word for "hello"
- Say goodbye to each other using the universal word for "goodbye".
- Use three basic options to state how they are feeling on that particular day.

Subject Area: World Language

Course: Grade K Spanish

Unit 2 Title: Colors, shapes and numbers

Start Date :
September 8

End Date:
September 30

Unit Summary: This unit introduces the basic colors, basic shapes and numbers 1 to 25

Stage 1: Desired Results

Massachusetts Learning Standards Novice Low World Languages Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:

- a. Recognize traits of multiple cultures and communities. (NL.1.a)
- b. Identify words, phrases, and basic information. (NL.1.b).

2 Interpersonal Communication - In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a)
- b. Respond to a few simple, high practiced questions by providing basic information about themselves.(NL.2.b)
- c. Provide memorized questions. (NL.2.c)

3. Presentational Communication - In presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Demonstrate awareness and understanding of themselves and their audience. (NL.3.a)
- b. Provide simple, basic, prepared information in culturally appropriate ways. (NL.3.b)

4. Intercultural Communication – In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NL.4.a)
- b. Use appropriate highly practiced gestures and behaviors. (NL.4.b)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Use a stem sentence to complete phrases about colors, shapes and numbers.
- Describe a real rainbow.
- Talk about the clothes they are wearing.
- Create a garden using shapes to design flower patterns and walkways.
- Count family members and friends, cars on a road trip, toys, books and other belongings.
- Count how many boys and girls and teachers there are in their classroom.

Meaning

Enduring Understandings

Students will understand that...

- Differentiate objects by their shape or color or amount.
- Use colors and shapes as adjectives to describe objects around them.
- Use colors and shapes to be precise when comparing two or more objects.
- Talk about differences and similarities in nature.

Essential Questions

Students will consider...

- Why should students care about knowing numbers?
- In what ways can young students use their knowledge about colors, shapes and numbers to communicate their ideas?
- Why do people care about learning numbers and colors in Spanish?

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Acquisition	
Knowledge	Skills
Students will know.... Vocabulary: Colores/Colors: • Rojo/Red • Azul/Blue • Amarillo/Yellow • Verde/Green • Púrpura/Morado/Purple • Rosa/Pink • Blanco/White • Negro/Black • Marron/Brown • Anaranjado/Orange Figuras Geometricas/Shapes • Circulo/Circle • Triangulo/Triangle • Cuadrado/Square • Rectangulo/Rectangle Numbers 1-25 in words • uno/one • dos/two • tres/three • cuatro/four • cinco/five • seis/six • siete/seven • ocho/eight • nueve/nine • diez/ten • once/eleven • doce/twelve • trece/thirteen • catorce/fourteen • quince/fifteen • dieciseis/sixteen • diecisiete/seventeen • dieciocho/eighteen	Students will be skilled at... • Identifying colors in nature, animal kingdom, rainbow, their features, environment, video. • Talking about all the color • Identifying Shapes • Saying their age • Counting objects • Counting peers in their classroom • Moving objects with hand while counting • Telling how many objects are left after taking away some out of an arranged amount • Playing "Adios diez"



HOLLISTON
Public Schools

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