Content Area: World Language - Spanish
Grade: K-4

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Thematic Unit - El mundo de español-Lo básico (Introduction to the World of Spanish) Greetings; Farewells, Hispanic Heritage, Alphabet, Numbers, Calendar, Classroom expressions	• Learning a second language is beneficial. • The influence of Spanish in the U.S. is very important and diverse from that of the Spanish speaking countries. • People from different Spanish countries greet each other in different ways. • The differences in the alphabet and calendar compared to that of the US • The numbers come before the month. • Days and months are not capitalized in the TL.	• Why is it important to learn a second language? • How do people greet others in Spanish speaking countries? • Is there Spanish influence in the U.S.? • Is there Spanish influence in your neighborhood?	• To discuss the influence of Spanish language and culture. • To greet people and say goodbye. • To tell how you feel. • To ask someone's name • To tell their name. • To acknowledge introductions. • To ask for and give information. • To count or give dates.	• Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. • Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). • Identify the main idea of an authentic text

				dealing with events in the community. ● Demonstrate comprehension of a series of oral and written directions related to places and events in the community. ● Exchange information about the home community and the target culture(s) community using digital tools.
Thematic Unit - Mis amigos y yo (Friendship and clothing) Friendship, Likes; Dislikes, Personality Characteristics (adjectives), Sports, Leisure Activities and Clothing	● There is a difference between the way the two cultures view friendship (U.S./Spanish speaking countries). ● There are different ways of describing themselves or/and others. ● Differences and similarities in sports and leisure activities in Spanish Speaking countries	● Who do you consider to be a friend? ● How would you describe yourself? ● What kind of sports/activities do you like? ● What kind of sports/activities do you play? ● Which sports/activities are popular in Spanish speaking countries?	● To talk about the concept of friendship in Spanish ● speaking countries. ● To talk about activities and sports. ● To ask someone what he or she likes. ● To say what you are like or what someone else is like(adjectives) ● To ask someone what he or she is like?	● Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. ● Use physical response to identify which written and

	• Friendship has many components which include individual personality traits and cultural values.		• To describe yourself or others. • To discuss the concept of friendship • To describe and compare sports • To express likes and dislikes	oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). • Identify the main idea of an authentic text dealing with events in the community. • Demonstrate comprehension of a series of oral and written directions related to places and events in the community. • Exchange information about the home community and the target culture(s) community using digital tools.
Thematic Unit - Hogar Dulce Hogar (The Home) Rooms in the house; Furniture; Household appliances; Household chores	• There are differences and similarities between the homes in the U.S. and the homes in Spanish speaking countries.	• How do you describe your home and where you live? • What chores do you do at home?	• To talk about homes in Spanish-speaking countries and their own neighborhood. • To talk about where someone lives.	• Read brief written messages, listen to short conversations, or view information found about community events to

	• Some Spanish Speaking countries have different names for furniture in the house • There are different types of homes found in Spanish Speaking countries. • The home is an essential necessity for the well being of an individual.	• What household items are in your home? • What furniture can you find in each room?	• To talk about houses or apartments and give preferences. • To name household chores and indicate obligation. • To name and describe furniture and household items. • To indicate possession. • To identify, give location, and describe rooms and furniture within a home. • To identify rooms in a house • To name household items and indicate which room they belong in. • To name household chores and express likes and dislikes.	determine which ones would be appropriate for them and others based on personal interests and cultural contexts. • Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). • Identify the main idea of an authentic text dealing with events in the community. • Demonstrate comprehension of a series of oral and written directions related to places and events in the community. • Exchange information about the home community and the target

				culture(s) community using digital tools.