

Thematic Unit: My School				
Greetings and Classroom Experiences	School Schedule/Routines	Calendar and Numbers	Jobs/Professions	Customs and Etiquette
Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. Understand simple instructions, such as classroom procedures	Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities. Ask questions and provide responses based on topics such as self, family, school, etc.	Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.	Compare and contrast cultural products, practices and perspectives. Comprehend simple, culturally authentic announcements, messages, and advertisements.	Compare and contrast patterns of spoken communication such as intonation and register. Compare and contrast patterns of written communication such as style, syntax and audience. Use formal and informal forms of address.
Vocabulary				
<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) Greetings and courtesy expressions for conversations, letters, notes. I would like to.... I like/I don't like I need . I want to buy . I liked /did not like .</p> <p><b>Receptive:</b> Information on school subjects, classroom experiences , schedules and grading in target country schools.</p>	<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) Describe past school Experiences and people Orally and in writing. School subjects, Action words: to draw, to cut, glue/paste</p> <p><b>Receptive:</b> School subjects/activities Memory book, yearbook, photos, photographs, pictures, events, keepsakes, memorable occasions: Honors' Day etc. To remember, to illustrate, to share.</p>	<p><b>Productive:</b> 6th-10th graph To do math operations To add, to buy/pay, To think To believe, To say To match, to graph, Most of the students Smallest number of students No students Counting by tens to 100 Counting by 100s to 1000</p> <p><b>Receptive:</b> Ordinal numbers from 10th to 15th. Sequence, Beginning, Middle, and End First, next, then. Problem, Solution</p>	<p><b>Productive:</b> Letters, notes, education, profession, application I would like to I like/I don't like I need I want to buy I liked /did not like</p> <p><b>Receptive:</b> Parts of a letter Reference/recommendation Resume Experience, qualification, deadline, qualification, job (full/part time) Interview, Interview questions, Ad (advertisement) Newspaper, help wanted, classified. Congratulations</p>	<p><b>Productive:</b> Tu, Usted and Vos Vosotros forms.</p> <p><b>Receptive:</b> Yo Tu (tuteo) Vos (voseo) Usted (formal) Vosotros, Vosotras Ustedes, Ellos, ellas Subject +verb+ agreement forms Peninsular and non-Peninsular Patterns of Spanish.</p>

Thematic Unit: My World				
Tourism and Travel	Weather/Seasons	Clothing and Colors	Celebrations	
Describe selected symbols and landmarks of target cultures.	Ask for clarification. Give simple descriptions.	Comprehend simple, culturally authentic announcements, messages, and advertisements.	Demonstrate knowledge of typical practices and products of target cultures. Compare and contrast similarities and differences among a variety of cultures.	
Vocabulary				
<p><b>Productive:</b> Recycle Thematic vocabulary (k-4) Time travel, to take, to bring, to go, to visit, to wear, to eat, to have, to see, to be. All subject pronouns/verbs used. Present, past, and future tense as needed</p> <p><b>Receptive:</b> Places to go and countries to visit. Transportation Tourist attraction, landmarks, historical, history, century, list of currencies. Describe local landmarks</p>	<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) All weather phrases Weather conditions Transportation</p> <p><b>Receptive:</b> School subjects</p>	<p><b>Productive:</b> Clothing, colors, size, big, small, good, bad</p> <p><b>Receptive:</b> Comfortable, uncomfortable, big, small, good, bad. (Clothing) today is different from/similar to (Clothing) of the past/future because . How do/did you go to ? I go/ went to</p>	<p><b>Productive:</b> Countries/Capitals/Celebrations Activities, Poems Songs Holidays Foods Genres of music</p> <p><b>Receptive:</b> Activities/hobbies/events and traditions from different Hispanic countries. Design a cultural item to take back home</p>	

Thematic Unit: All About Me				
Letter/Writing /Email/ Instant Messaging	Family and Friends	Sports/Leisure/Body	Self (as author)	
Identify main ideas and some details when reading and listening. Differentiate among statements, questions, and exclamations Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Retell stories and events in their own words. Rewrite story events in their own words with some detail. Express likes, dislikes, emotions, agreement and disagreement.	Comprehend basic directions. Label pictures, write captions and create storyboards.	Write connected narratives about familiar topics and experiences. Identify significant people from the target language cultures.	
Vocabulary				
<p><b>Productive:</b> Recycle Thematic vocabulary (k-4)</p> <p><b>Receptive:</b> Parts of a letter Address, salutation, body of letter, ending/closing, envelope, to send (mail) Invitation,</p>	<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) School subjects/activities Personality Characteristics</p> <p><b>Receptive:</b> Family traditions Extended and Nuclear Families. Similarities and Differences. Personal and Physical traits and attributes Characteristics of Friendship</p>	<p><b>Productive:</b> Identify the parts of the body needed to play a certain sport. Explain how a sport is played. Identify and compare sports in different countries. Action words in context: To throw, kick, ride, ski, swim, tie, shoot, jump, block, score, to compete, competition, medals, sports equipment, team positions, Expressions of excitement</p> <p><b>Receptive:</b> Body Parts Sports/outdoor activities</p>	<p><b>Productive:</b> To read, to write, to tell a story , to change, Biography-Autobiography What do you like about the story? I like/do not like What is the title? Where does The story takes place? The story takes place in/at/during First, next, then, at the end Character, narrator</p> <p>Receptive: Fiction-non-fiction</p>	<p>Elements of a story: setting, problem, solution Correction, rough draft Deadline, timeline Influential persons: Leader/Idol comparison Historical Figure: King, Queen, Inventors. Political Figure: President, Vice President, Minister, Community Leaders: Teacher, firefighter, priest, pastor, rabbi, etc... Idol /entertainer: teacher, singer, model, actor, etc....</p>

Thematic Unit: My Community				
Stores and Shopping	School Memories	Food, Meals, Restaurants	Fairytales	
<p>Initiate, participate in, and close a brief oral or written exchange. Make simple requests. Present short narratives, songs, poems, dialogues, and skits.</p>	<p>Apply skills learned in the target language with other subjects. Apply skills learned in other subjects with skills learned in the target language.</p>	<p>Present short narratives, songs, poems, dialogues, and skits. Document and describe encounters with the target language beyond the classroom setting. Document and describe encounters with the target cultures beyond the classroom setting.</p>	<p>Rewrite story events in their own words with some detail. Identify and research an area of interest pertaining to the target cultures</p>	
Vocabulary				
<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) Directional terms What is the name of this place?</p> <p><b>Receptive:</b> From...to... (directions) community places (Ex. Museum, pool, mall, theater, park, hospital, police station, post office, hotel, grocery store, drug store) Designing and describing a local landmark. I/We have an emergency. Can you help me? I am lost.</p>	<p><b>Productive:</b> Personality Characteristics School subjects/activities Influential person What/Who was your favorite? My favorite was/were. What activities did you do? Past tense, likes and dislikes</p> <p><b>Receptive:</b> Who was your best friend? My best friend was/were I liked/did not like ... Superlative forms....</p>	<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4) Household chores Healthy-Not Healthy foods or products. Utensils: spoons, etc. Hot/Cold/Good I need (would like) a</p> <p><b>Receptive:</b> Food Groups Sweet/Salty/Bitter/Sour Quality/Service Delicious, Tasty Utensils: plate, fork, spoon. To serve, to ask for, to spill, May I help you? May I have the check please? Where is the restroom? How is prepared?</p>	<p><b>Productive:</b> Recycle Thematic Vocabulary (k-4)</p> <p><b>Receptive:</b> Typical cultural fairy tale endings. To outline, story line Plot, title, setting, problem, solution, to solve, event , good, evil, magic, opposite example, main character Once upon a time there was/were- first/next/afterwards/before/at the end. I believe /don't believe that.. .if... happened, then..</p>	<p>Conditional phrases: is different from, is similar to, is the same as. Fairytales, Fable/Scientific and Educational Research, Historical and Informative Texts. Current events Environments and elements. Sea life, Rainforest, Wild animal life, Life in outer space</p>