

Thematic Unit: My School				
Greetings	Classroom Expressions	School Schedule	Routines	Calendars and Numbers
Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms	Initiate, participate in, and close a brief oral or written exchange	Give simple descriptions.	Understand simple instructions, such as classroom procedures and routines.	Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.
Vocabulary				
<p>Productive: Tu, Usted and Vosotros Forms Expressions of Courtesy Time Expressions</p> <p>Receptive: Summer Experiences Past tense in context: era, fui Subject Pronoun: Yo</p>	<p>Productive: Recycle thematic vocabularies (k-3)</p> <p>Receptive: Who is your Coach? What is his/her name? Where is your school? Who are your classmates? Why do you learn Spanish? Present tense in context: to play, to start, to eat, to read, to write, to walk, to speak, to take first step</p>	<p>Productive: Recycle thematic vocabularies (k- 3)</p> <p>Receptive: Schedule School subjects Sports</p>	<p>Productive: Recycle thematic vocabularies (k- 3).</p> <p>Receptive: ...am/are ...am/are going to do ..am/are good in (activity, sport, subject, hobby, etc.) .eat (breakfast, lunch, dinner) at/in</p>	<p>Productive: Numbers 0-100 Letters: G, H, J, X, Y Ordinals: 1st-5th</p> <p>Receptive: 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</p>

First Nine Weeks				
Thematic Unit: My School				
Time	Customs and Etiquette			
Ask for clarification	Use formal and informal forms of address.			
Vocabulary				
Productive: Recycle Thematic Vocabularies (k-3) Time Expressions Receptive: Excuse me. Sorry Have a nice weekend	Productive: Yo, Tu, Senor, Senora, Senorita Recycle Thematic Vocabulary (k-3) Receptive: Tu, Usted and Vosotros Forms Similarities and Traditions References to Languages and Traditions. Hispanic Schools/American Schools. Football/Soccer Modes of Transportation Expressions of Courtesy			

Thematic Unit: My World			
Stores and Shopping	Weather and Seasons	Cultures	Celebrations
Document and describe encounters with the target language beyond the classroom setting.	Identify selected symbols and landmarks of target cultures.	Compare and contrast cultural products, practices and perspectives.	Demonstrate knowledge of typical practices and products of target cultures. MLE4.P1A Present short narratives, songs, poems, dialogues, and skits.
Vocabulary			
<p>Productive: Recycle (thematic Vocabulary) k-3 Places</p> <p>Receptive: Where is the shop? -The is on street. -It is north/southwest/east of -I action verb and work in the business. Ex. I bake bread, cookies and cakes. Who am I?, Where do I work? Profession, to buy, to sell, to explain, to work, train station, conductor, to check, to stop, to search, to browse, to continue. At the grocery store... At the hospital. At the nail salon, At the bank, At the bakery store, .etc.</p>	<p>Productive: Recycle Thematic Vocabulary (k-3) All weather phrases</p> <p>Receptive: It is ___ °F / °C today It was ___ °F / °C yesterday. It will be ___ °F / °C tomorrow. I believe/predict that. Comparison structures: It is (hotter/colder) in The hottest/highest day of the month (place in the country?) Is/was What is the weather like in Spain in the month of June? Meteorologist, Tv anchor To predict, to report What is the weather like in the mountains, in the ocean.? Average/high/low, highest/lowest, temperature, to measure, latitude/longitude</p>	<p>Productive: Places and People</p> <p>Receptive: Religion: church/temple/mosque Minister/priest/rabbi/imam Math: pounds, kilograms Miles, kilometers School systems: Bachelor, preparatory Teacher, Mr. or Mrs. Uniforms, School codes or policies Social Studies Extended and Nuclear Family Christmas, Hanukkah, Kwanza</p>	<p>Productive: Recycle (Thematic Vocabulary) k-3</p> <p>Receptive: Hispanic and Countries/Capitals/Celebrations International Traditions Christmas Carols Poems Songs Holidays Foods Genres of music</p>

Thematic Unit: All About Me				
Profession and Business	Family and Friends	Sports/Leisure	Body	Self/Autobiographical event
Demonstrate proficiency in listening and reading comprehension. Recognize basic gestures, body language, and intonation that clarify a message.	Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.	Comprehend simple, culturally authentic announcements, messages, and advertisements.	Write short narratives about familiar topics and experiences.	Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. Ask questions and provide responses based on topics such as self, family, school
Vocabulary				
<p>Productive: Recycle Thematic vocabulary (k-3)</p> <p>Receptive: 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>Productive: Recycle Thematic Vocabulary (k-3) School subjects/activities</p> <p>Receptive: School subjects</p>	<p>Productive: Samples of written forms Paragraph Sentence Caption Drawing Experiment Project</p>	<p>Productive: Body Parts Sports/outdoor activities</p> <p>Receptive: Identify the parts of the body needed to play a certain sport, how a sport is played and compare sports in different countries. Action words in context: To throw, kick, ride, ski, tie, shoot, swim, tie, jump, block, score, compete, competition, medals, sports, equipment, team positions Expressions of excitement.</p>	<p>Productive: Personality Characteristics School subjects/activities</p> <p>Receptive: This is me. Asp soy yo Likes and dislikes Influential person Plans for the future</p>

Thematic Unit: My Community				
Geography	Animals/Habitats	Food/Cooking		
Compare and contrast patterns of spoken communication such as intonation and pronunciation. Describe patterns of behavior and interaction among cultures	Apply skills learned in other subjects with skills learned in the target language	Document and describe encounters with the target cultures beyond the classroom setting. Compare and contrast patterns of written communication such as style, syntax and audience.		
Vocabulary				
<p>Productive: Recycle Thematic vocabulary (k- 3)</p> <p>Receptive: Intermediate Directions Examples of regionalisms from Mexico, Puerto Rico, etc.... Examples: autobus , camion, guagua, bus Cesto de basura, tinaco de basura, carro, auto, coche, etc. chocolate, pardo, cafe Northeast, Southwest</p>	<p>Productive: Recycle Thematic Vocabulary (k-3) Reptile, mammals, birds, insects</p> <p>Receptive: Endangered, animal/species, habitat, population, pollution, rain forest, environment, amphibian Types of Movement Skin covering is an endangered animal. is (class of animal) is/has (hairy, gives live birth, etc.) and type of movement). lives in (habitat and geographical location). lives/travels in (family groups).</p>	<p>Productive: Recycle Thematic Vocabulary (k-3)</p> <p>Receptive: Food source (meat/plant/both) Measurements for food, recipes (grams, liters, teaspoons, tablespoons) Food for party Action words in context: to stir, to add, to cook, to cut, to mix, to put, to bake, to wash, to invite, to go, to buy, recipe invitation, letter, first, next, after, then.</p>		