

Thematic Unit: My School				
Greetings	Classroom Expressions	Classroom Items	Calendar	Numbers/Ordinal Numbers
Use basic greetings, farewells, and expressions of courtesy, in oral form.	Understand simple instructions, such as classroom procedures.	Comprehend basic directions and classroom objects.	Use sequenced, information, such as days of the week, months, seasons, and numbers 0 to 100 in context.	Use sequenced information, such as days of the week, months, seasons, and numbers 0 to 100 in context.
Vocabulary				
<p>Productive: How are you? Fine, thank you. Bad. So-so. Hello! /Good day! Hi! Good afternoon/evening! Good night! Please. See you tomorrow! What is your name? Mr./Mrs.</p> <p>Receptive: Have a good day!</p>	<p>Productive: May I...? This, that, the ___ is on/under/above/below/beside/ in front of/behind ___. How does one say ___? Yes/no</p> <p>Receptive: I/me, my/mine, you, the/an/a May I sharpen my pencil? May I go to the bathroom? May I get some water? Please repeat what you said. I understand. I have a question. Afterschool Recess Lunchtime</p>	<p>Productive: Pen, marker, poster board, computer, map, globe, clock, ruler, book bag, construction paper, handout/worksheet, projector, floor, carpet, desk</p> <p>Receptive: Cabinet Bookshelf To fold To cut, paste, copy, erase, draw To give out, pick up Heart Pencil sharpener School supplies Folder</p>	<p>Productive: What day is today? Today is. Day Week Year In the morning Birthday Calendar</p> <p>Receptive: Tomorrow is. Yesterday was . Week In the afternoon</p> <p>Resources: https://youtu.be/xP6-MNMzoNw</p>	<p>Productive: Numbers 0-100 Counting by 10's Counting by 100's (100, 200, 300, etc. to 1000) Ordinals 1st-5th</p> <p>Receptive: Number combinations (56, 105, 211, 943, etc.)</p> <p>Resources: https://youtu.be/B1X1zgqxMI https://youtu.be/B1X1zgqxMI</p>

Thematic Unit: My School		
Classroom Commands	School Faces and Places	Internalization of Alphabet
Understand simple instructions, such as classroom procedures.	Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.	Students demonstrate an understanding of basic similarities and differences among languages.
Vocabulary		
<p>Productive: Sit down! Stand up! Turn the light on! Turn the light off! Take out a piece of paper! Push your chairs in! Clean up! Work quietly! Raise your hand!</p> <p>Receptive: Work with your neighbor! Work with a partner! Get in groups! Lower your voices! Pass out the papers! Take up the papers! Wait for your turn! Whose next...? Close the door! Lower your hands!</p>	<p>Productive: Teacher Student Principal Secretary Librarian Custodian Cook Classroom</p> <p>Receptive: Cafeteria Office Library Hallway Playground Gym</p>	

Thematic Unit: My World				
Family	House	Weather and Seasons	Clothing	Celebrations
Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.	Students begin to understand the significance of culture through comparisons between the cultures studied and their own.	Label pictures and write appropriate descriptions.	Connect skills learned in the target language with other subjects.	Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
Vocabulary				
<p>Productive: Aunt Uncle Cousin Child Older brother/sister Younger sister/brother I have ___ brother/sisters.</p> <p>Receptive: Extended family members (godmother, step-father, etc.)</p>	<p>Productive: Living room Dining room Bedroom Kitchen Garage Table Chair Bed Lamp</p> <p>Receptive: Living room furniture (sofa, coffee-table, etc.) Kitchen appliances (fridge, microwave, etc.)</p>	<p>Productive: Cool Warm Stormy Foggy Spring Summer Fall Winter Today, it is sunny/ rainy/ windy/cloudy/ cold/ hot</p> <p>Receptive: The weather is nice today. The weather is stormy today. You need... (an umbrella, raincoat, etc.)</p>	<p>Productive: Sweatshirt, pants, raincoat, slippers, umbrella, tie, shorts, short/long sleeves, swimming suit, glasses, jacket/coat</p> <p>Receptive: Cap Pajamas Clothes Fashion show I/He/she wears. Take off .is (not) pretty/too big/too small</p>	<p>Productive: Tradition, Day of the Dead, Three Wise Men, Cinco de Mayo, Music, Food, Holiday</p> <p>Receptive: Culture, ancestors, skeleton, offering, altar, history, battle, Wise Men, camel, star, baby, manger, parade, float</p>

Thematic Unit: All About Me			
Holidays	Hobbies and Chores	Time Clock	Self and Senses
Participate in culturally-authentic simulations, such greetings and celebrations.	Provide responses based on topics such as self, family, school, etc.	Connect skills learned in the target language with other subjects.	Provide responses based on topics such as, self, family, school, etc. Write simple sentences about self, others and surroundings.
Vocabulary			
<p>Productive: Happy ... (Feliz...) Halloween Christmas New Year Valentine’s Day Mother’s Day Candy Gift Party Holiday Family Travel</p> <p>Receptive: Happy ... (Feliz.) Thanksgiving Hanukkah Kwanzaa St. Patrick’s Day Easter</p>	<p>Productive: Soap Toothbrush Toothpaste Comb Shampoo I wash my hands.</p> <p>Receptive: I wash my face. I take a shower/bath. I brush my teeth. I comb my hair. I wake up. I go to sleep/bed.</p>	<p>Productive: Clock Numbers 1-12 It is. O’clock (Es la./Son las.) .in the morning/ afternoon / evening.</p> <p>Receptive: Minutes Hour Seconds Minute-hand Second-hand Hour-hand Half-past. (.y media).</p>	<p>Productive: Tall/ taller than/ tallest Short/ shorter than/ shortest Young/ old Taste, touch, sight, smell, hearing</p> <p>Receptive: I have blond/brown/black/red hair. He/she has hair. I am tall/short. He is tall/short.</p>

Thematic Unit: My Community			
Body	Plant life and Animals	Community Places	Food
Share information and give brief descriptions about self and others.	Connect skills learned in the target language with other subjects.	Students demonstrate awareness of where they can encounter the target language and cultures virtually or in real-life.	Students exchange simple spoken language in the target language, utilizing cultural references where appropriate. Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.
Vocabulary			
<p>Productive: Back Throat Tongue Forehead Cheeks</p> <p>Receptive: Lips Chest Ice My_____is broken. Can you help me? Help! My_____hurts.</p>	<p>Productive: -Plant, stem, leaf, sunlight, root, grow, flower petal -Mouse, hamster, goat, donkey, penguin, frog, goldfish -Nest, desert, forest, ocean What does the plant need?</p> <p>Receptive: A plant needs... -Rain, oxygen, soil, seed, bud -Hair, scales, feathers, slimy fur. -Enormous, tiny, to swim, to crawl, slow It dies. It grows.</p>	<p>Productive: House Flag Apartment Painting School Sculpture Store Artist Bank (in)expensive Church/synagogue/mosque Park north Siren</p> <p>Receptive: -In the country, in the city, supermarket, subway, police station, hospital, fire station, doctor’s house, post office, dentist office -North, south, East, West, to pay, cost, equals, price, bill</p>	<p>Productive: I am full. I would like. No, thank you. Enjoy your meal. Bless you. Rice Eggs Rough/Smooth/Soft Sink</p> <p>Receptive: -Tea, turkey, chicken, beef, ham -Fork, knife, spoon -To eat, to drink, salty/sweet/sour/bitter, it tastes good/it tastes bad</p>