

Greendale 1st Grade Curriculum - Looped with 2nd Grade Curriculum for 1st and 2nd Grade Students

Proficiency Target	Unit	Essential Questions	Can Do Statements/ACTFL Standards for levels K-HS L2 and Kentucky Standards for HS Levels 3-5	Vocabulary Topics	Exemplar Texts	Assessment(s): Performance Assessments in each mode
Novice Mid	1. Environment - The Weather and What I Wear	What is the weather like? How does the weather influence our clothing choices? What would we wear during certain weather occasions?	St 1.1 I can ask and answer questions about the weather. I can ask and answer questions about what I am wearing. St. 1.3 I can create a costume and describe it to my classmates. St. 4.2 I can compare my clothing to the clothing of children from other countries.	El tiempo, ropa, Target questions: ¿Qué tiempo hace? ¿Qué ropa llevas tú? Yo llevo _____.	LA VIEJECITA QUE NO TENIA MIEDO DE NADA, LOS ANIMALES NO SE VISTEN - Linda Williams and Megan Lloyd. Froggy se viste - Jonathan London and Frank Remkiewicz, Se venden gorras - Esphyr Slobodkina	1. Interpretive Listening: Students choose the correct picture as teacher describes various people's outfits. Students draw the weather that they hear and draw the corresponding clothing item that is said. 2. Interpersonal: Students are given a chart with the weather for one week. They draw clothing to match the weather for each day and then interview classmates asking the target questions, "¿Qué tiempo hace?" and "¿Qué ropa llevas tú?" 3. Presentational: Students design a costume/outfit. They may choose to portray self as a superhero, if desired. They must draw the outfit on a doll template with a weather background and present their creation to classmates, describing both the clothing and the weather. (Once complete, students can make a book about crazy weather in Wisconsin and what they would wear during that weather.)
Novice Mid/High	2. Environment - Where I go and What I see (save)	Where we are reflects what we see. What we see reflects where we are. What do you see in the place that you are? Where are you and what do you see?	I can ask and answer, "What do you want to do and where do you do it?" 1.1, 1.2 I can plan activities and destinations for my ideal week and present this information to the class. 1.3	Yo veo _____. Estoy en _____.	Dora, Dora, ¿Qué ves allí? Yo veo libros. ¿Dónde está Spot? El mundo amarillo. El mundo al que vienes.	Interpretive: Students listen for what thing/item they see and paste it where they hear it is on a scene that has all the vocab places. Some items may not be in the usual places, so listening is key! Interpersonal: Students play a game where one person puts all the things they see in places around the scene. Student who does not know where they are asks them what they see and where are they. If their scenes match, they get a ticket. I am listening for both questions and both answers used correctly. Presentational: Students make a mini-book telling us with a picture and they write where they are and what they see and draw a similar picture there as well!
Novice Mid/High	3. Environment - What I like to do in my backyard	What do you like to do in your backyard?	St. 1.1 I can ask and answer questions about what I like to do in my backyard. St 1.3 I can participate in a classroom video about things my classmates and I like to do outside. St. 4.2 I can compare my backyard to backyards in Spain. St 3.1 I can make graphs about activity and food preferences of my classmates.	¿Qué te gusta hacer? ¿Te gusta ____? ¿Te gustan ____? Me gusta _____. Me gustan _____.	La oruga hambrienta por Eric Carle. Cosas que me gustan a mi - Tracey Moroney and Teresa Tellechea. Huevos verdes con jamón - Dr. Seuss.	Interpretive: Students decide between two pictures (times 12) - who is saying what. For example, there's a picture of someone that is playing in a sandbox and another playing baseball and the person's name is underneath the picture. I say "Me gusta cavar" and they have to decide which person is saying that sentence. Socratic Format. Interpersonal: Students are news reporters and so they ask and answer questions of their classmates asking them what they like to do. They graph their classmates' answers as they ask and we see which activity is the most liked. Then, we'll compare notes as a class after 3 days and see what is the most popular activity. Presentational: Students report the news! We make a class video that demonstrates all the things the kids in the class like to do in their backyards in Wisconsin. We are going to send this news to kids in Spain! Our backyards are similar yet quite different!