Course Title: 5th Grade Spanish

Subject: World Language - Spanish

Grade Level: 5th

Duration: 1 Year/Meeting twice per cycle

Prerequisite: none

Elective or Required:

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The fifth grade World Language instruction focuses on developing basic listening, speaking, reading and writing skills while discussing age related topics. Students learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structure while participating in fun activities and interacting with their instructor and friends. By the end of the year, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish as well as demonstrate cultural awareness.

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Date Submitted: Summer 2015
Unit: 1 School Environment

Approximate # of Weeks: 8 Weeks

Essential Questions:
- How do Spanish speakers communicate in a school setting?
- How do we tell time to the minute?
- In what ways does telling time in Spanish differ from telling time in English?
- How does the American school system differ from school systems of Spanish speaking countries?
- How have famous Hispanic Americans influenced our culture?
- How can we describe our class schedules to each other?

Upon completion of this unit students will be able to:
- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.NM.A.1)
- Identify familiar people, and objects based on simple oral and/or descriptions. (7.1.NM.A.4)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
- Use basic information at the word and memorized-phrase level to create a multimedia–rich presentation on targeted themes to be shared virtually with a target language audience. (7.1.NM.C.1.)
- Describe in writing people and things from the home and school environment. (7.1.NM.C.3)

Common Core ELA Standards:
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)
- Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL. 6)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)

Interdisciplinary Standards (njccts.org)
- Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the
environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Activities – include 21st Century Technologies:**
- Web exercises using the Smart Board
- Web exercises using Google Classroom
- Complete and/or create dialogues to discuss school subjects and schedules
- Interview a classmate about their class schedule
- Research a famous Hispanic, create a timeline and present
- Play “Time Bingo”
- Discuss school systems in Spanish-speaking countries
- Tell time to the minute using a face clock
- Answer questions about when to use “son las” and “es la”
- Take survey of classmates’ favorite classes
- Famous Hispanic Project (Power Point)
- Match action to class where action is usually performed
- Listen to a dialogue and respond to comprehension questions

**Enrichment Activities:**
- School schedule and academics presentation
- Scavenger hunt

**Methods of Assessments/Evaluation:**
- Oral evaluation and participation
- Tests- written/oral
- Class work
- Group work
- On-Line Test/Quizzes
- Exit Slips (Oral/Written)
- Thumbs up/Thumbs Down
- K*W*L
• Oral Presentation (Power Point, etc.)
• White Boards

Resources/Including Online Resources
• Google Classroom
• Teacher Webpage
• Online Textbook Information:
• Complete Spanish Teacher’s Handbook
• Realidades 1 Textbook
• Realidades Leveled Vocabulary and Grammar Workbook
• Teacher compiled resources

Unit: 2 Making New Friends

Approximate # Of Weeks: 8 weeks

Essential Questions:
• How can we describe ourselves and each other physically and characteristically?
• How do living situations vary from country to country in Latin America?
• In what ways are the typical American home and the Spanish villa different and similar?
• How can we describe our likes and dislikes in Spanish?
• How can we describe our pets in Spanish?
• What is the importance in distinguishing between a feminine and masculine adjective?

Upon completion of this unit students will be able to:
• Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. (7.1.NM.A.1)
• Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
• Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)

Common Core ELA Standards:
• With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. (K.W.6)
• Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)
• Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)
• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (K.L.5)
• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)

Interdisciplinary Standards (njcccs.org)
• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

**Activities – include 21st Century Technologies:**
• Post a description of your best friend on a blog (Wall Wisher)
• Interview a classmate in Spanish about where they live
• Play “Simon Says” to reinforce meaning of verbs
• Use the verb Ser to create house, town, country and family descriptions
• Present group dialogues
• Draw and label a diagram of your house in Spanish
• Listening/guessing game with self-descriptions
• Write and present self-descriptions and illustrations
• Design a Spanish villa and label with sentences
• Letter to a Spanish Speaking friend

**Enrichment Activities:**
• Write individual descriptions on family members.
• Read an age related book about family.

**Methods of Assessments/Evaluation:**
• Smartboard Lessons (clickers)
• Oral evaluation and participation
• Tests- written/oral
• Class work
• Group work
• On-Line Tests/Quizzes
• Quizlet
• Thumbs Up/ Thumbs Down
• Wall Wisher
• Dry Erase
• Unit Test
• Creative Writing
• Exit Slips (Oral/Written)
• K*W*L
• White Board

Resources/Including Online Resources
• Google Classroom
• Teacher Webpage
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• Realidades 1 Leveled Vocabulary and Grammar Workbook
• Online Textbook Information
• Internet Research/Workshop Literature
• Teacher compiled resources

Unit: 3 In the Marketplace

Approximate # Of Weeks: 8 weeks

Essential Questions:
• How is learning a foreign language beneficial?
• What importance does the role of the market serve in daily life in a Spanish speaking country?
• How do we use the verb “estar” to identify places around town and ask for directions?
• How do Spanish speakers communicate in a store when seeking help?
• What challenges do you face when learning how to count from 100-1000?
• Would you be able to get from place to place in a Spanish-speaking country knowing the appropriate terms?

Upon completion of this unit students will be able to:
• Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
• Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. (7.1.NM.C.1)
• Name and label tangible cultural products and imitate cultural practices from the target culture(s). (7.1.NM.C.5)
• Present information from age-and and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)
Common Core ELA Standards:
- Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL. 6)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)

Interdisciplinary Standards (njcccs.org)
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities – include 21st Century Technologies:
- Identify daily practices of the marketplace in major cities and reproduce a tangible product/vendor’s storefront
- Learn how to count from 100-1,000
- Using the smartboard with a store website shown, identify the cost of an item in Spanish
- Total Physical Response activities-Imitate hand gestures and body movements to learn directions
- Create impromptu dialogues according to location
- Read map and state locations
- Use digital tools, such as an on-line calculator, to practice numbers
- PowerPoint Presentation (In the Market)

Enrichment Activities:
- Create a food pyramid in Spanish.
- Produce a supermarket circular.
Methods of Assessments/Evaluation:
- Smartboard Lessons (clickers)
- Oral evaluation and participation
- Tests - written/oral
- Class work
- Group work
- On-Line Tests/Quizzes
- Quizlet
- Thumbs Up/ Thumbs Down
- Wall Wisher
- Dry Erase
- Unit Test
- Creative Writing
- Exit Slips (Oral/Written)
- K*W*L
- White Board

Resources/Including Online Resources
- Google Classroom
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Unit: 4 Leisure Activities and Sports

Approximate # Of Weeks: 8 weeks

Essential Questions:
- How is the role of soccer important in Hispanic countries?
- How can we describe our emotions in Spanish?
- How do we conjugate verbs in the singular form and how can we use them to describe actions?
- How can we describe our likes and dislikes about sports?
- In what ways does culture shape language?

Upon completion of this unit students will be able to:
- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. (7.1.NM.A.1)
• Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
• Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
• Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. (7.1.NM.B.5)

Common Core ELA Standards:
• Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)
• Participate in shared research and writing projects. (K.W.7)
• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1)
• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)

Interdisciplinary Standards (njcccs.org)
• Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
• Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities – include 21st Century Technologies:
• Read and answer questions pertaining to baseball in the Caribbean
• Watch and listen to a clip of a soccer game narrated in Spanish
• Total Physical Response Activity- sports vocabulary
• Create a culminating dialogue and present with props
• Post a comment on-line about your favorite sport in Spanish using Wall Wisher
• Participate in a “Spelling Bee”
- Respond to questions on sports practiced via games and interviews
- Prepare a list of leisure activities preferred and ask classmates to rank them
- Spanish Dialogue

**Enrichment Activities:**
- Research a famous Hispanic athlete and write a brief biography.
- Create a Spanish sports caster dialogue about a soccer game.

**Methods of Assessments/Evaluation:**
- Smartboard Lessons (clickers)
- Oral evaluation and participation
- Tests - written/oral
- Class work
- Group work
- On-Line Tests/Quizzes
- Quizlet
- Thumbs Up/ Thumbs Down
- Wall Wisher
- Dry Erase
- Unit Test
- Creative Writing
- Exit Slips (Oral/Written)
- K*W*L
- White Board
- Group Dialogue Project

**Resources/Including Online Resources**
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