

Grade 5 Spanish

Unit Title	Unit Topic (AP Course Theme)	Language Function	Vocabulary
Unit 1	Shopping at the Market: Chichicastenango, Guatemala (Global Challenges)	<p>Present tense singular ¿Cuánto cuesta ___? Cuesta ___.</p> <p>Present tense familiar vs. formal ¿Cómo estás tú? ¿Cómo está usted?</p> <p>Present tense I am ___. Yo estoy ___.</p>	<p>Tier 1 Numbers, fruit, clothing and handicrafts, feelings Example: mango, <i>huipil</i>, friendship bracelet</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: How much does it cost?</p>
Unit 2	Customs and Ceremonies: Puerto Rico (Families and Communities)	<p>Present tense When is ... ¿Cuál es la fecha de ___.</p> <p>Present tense It's the ... ___ es el ___ de ___.</p> <p>Present tense first person singular Yo ___o.</p> <p>Present tense I like/don't like Me gusta/n ___. No me gusta/n ___.</p>	<p>Tier 1 Months of the year, foods and beverages, activities related to a celebration Example: <i>tostones</i>, dance, eat</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: I like</p>
Unit 3	Environmental Issues: Ecuador (Global Challenges)	<p>Present tense singular There is Hay un/a ___.</p> <p>Present tense third person is</p>	<p>Tier 1 Animals, adjectives, physical geography terms Example: dolphin, turtle, pretty,</p>

Grade 5 Spanish

		<p>El ___ es ___. La ___ es ___.</p> <p>Present tense third person lives El ___ vive en ___. La ___ vive en ___.</p> <p>Present tense third person needs El ___ necesita ___. La ___ necesita ___.</p>	<p>dangerous, lake, river</p> <p>Tier 2 Idiomatic expressions and language specific vocabulary Example: There is/There are</p>
--	--	--	---

DRAFT February 2015

Grade 5 Spanish

	Unit 1
Theme	Global Challenges
Topic	Economic Issues
Overview Unit # 1	Students will travel to Guatemala in Unit 1 where they will explore an open air market and the handmade products that are for sale. They will also be introduced to the tropical fruits that are offered at the market in Chichicastenango.
Essential Question	How does a culture affect how I shop?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • count from 0-100 in Spanish • ask and answer “How much does __ cost?” in Spanish • ask and answer “How are you?” in Spanish • identify traditional clothing and handicrafts of Guatemala • name tropical fruits native to Guatemala

World Readiness Standards For Learning Languages Emphasized in the Unit		
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Interpersonal Communication</p> <p><i>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>	
	<p>Unrehearsed Speaking</p> <p>Example: Learners will ask and answer “How are you?” in Spanish.</p>	
	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to prices and choose the correct number.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learners will read a price list and answer questions based on the list.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to prices and choose the correct number.</p>
<p>Listening</p> <p>Example: Learners will listen to prices and choose the correct number.</p>	<p>Reading</p> <p>Example: Learners will read a price list and answer questions based on the list.</p>	

Grade 5 Spanish

<p>Cultures React with cultural competence and understanding.</p>	<p style="text-align: center;">Relating Cultural Practices to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p style="text-align: center;">Relating Cultural Products to Perspectives</p> <p style="text-align: center;"><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>
	<p>Learners will be able to demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures.</p> <p>Example: Learners will be able to describe when the open air market occurs and what is sold there.</p>
	<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>
<p>Examples of connections to other disciplines: <u>Social Studie:</u> Geography <u>Mat:</u> Numbers <u>Health:</u> Fruit <u>Psychology:</u> Feelings</p>	
<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p style="text-align: center;"><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>	

Grade 5 Spanish

	<p>Example: Learners will describe when the open air market occurs and what is sold there.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p>	<p>Language Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: Learners will use <i>Tú</i> and <i>Usted</i> appropriately.</p>
	<p>Cultural Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p>Example: Learners will compare and contrast the use of currency in the US and in Guatemala.</p>
<p>Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>	<p>School and Global Communities</p> <p><i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
	<p>Example: Learners will make and exchange friendship bracelets.</p>
	<p>Lifelong Learning</p> <p><i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
	<p>Example: Learners will reflect on making and selling a handicraft as a way to earn money.</p>

Grade 5 Spanish

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Ask and answer “How much does ___ cost?”	Present tense singular ¿Cuánto cuesta ___? Cuesta ___.	Tier 1 Numbers, fruit, clothing and handicrafts, feelings Example: mango, <i>huipil</i> , friendship bracelet
	Present tense familiar vs. formal ¿Cómo estás tú? ¿Cómo está usted?	
Ask and answer “How are you?”	Present tense I am ___. Yo estoy ___.	Tier 2 Idiomatic expressions and language specific vocabulary Example: How much does it cost?
		Tier 3 Domain- specific vocabulary for interpretive tasks

DRAFT February 2015

Grade 5 Spanish

Unit 2	
Theme	Families and Communities
Topic	Customs and Ceremonies
Overview Unit # 2	Students will travel to Puerto Rico in Unit 2. They will explore what goes into planning a celebration. They will discuss different types of events such as birthdays, weddings, graduations, etc. and how they are celebrated.
Essential Question	What and how do people celebrate?
Unit Focus	Learners will be able to: <ul style="list-style-type: none">• state the date• express like or dislike of foods and drinks• state what they do at a celebration• describe the traditions of a Quinceañera (coming of age birthday for girls)

Grade 5 Spanish

World Readiness Standards For Learning Languages Emphasized in the Unit			
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to activity statements and choose the appropriate picture.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learners will read an invitation and demonstrate comprehension.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to activity statements and choose the appropriate picture.</p>	<p>Reading</p> <p>Example: Learners will read an invitation and demonstrate comprehension.</p>
	<p>Listening</p> <p>Example: Learners will listen to activity statements and choose the appropriate picture.</p>	<p>Reading</p> <p>Example: Learners will read an invitation and demonstrate comprehension.</p>	
	<p>Presentational communication</p> <p><i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i></p>		
	<p>Rehearsed Writing</p> <p>Example: Learners will create an invitation for a celebration.</p>		
<p>Cultures React with cultural competence and understanding.</p>	<p>Relating Cultural Practices to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p>Relating Cultural Products to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p>Learners will be able to</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures. <p>Example: Learners will compare and contrast the Quinceañera celebration with other celebrations.</p>		
	<p>Making Connections</p>		
<p>Connections</p>			

Grade 5 Spanish

<p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Social Studies:</u> Human geography – cultural customs and traditions</p>
	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p>
	<p>Example: Learners will explore the importance of family in different cultures.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p>	<p style="text-align: center;">Language Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
	<p>Example: Learners will recognize that the date is written reversed in Spanish.</p>
	<p style="text-align: center;">Cultural Comparisons</p> <p><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>
	<p>Example: Learners will compare and contrast a Sweet 16 and a Quinceañera</p>
<p>Communities Communicate and interact with cultural</p>	<p style="text-align: center;">School and Global Communities</p> <p><i>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>

Grade 5 Spanish

competence in order to participate in multilingual communities at home and around the world.	Example: Learners will describe various traditions at a Quinceañera.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the use of a toast at a celebration.

DRAFT February 2017

Grade 5 Spanish

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
Ask and answer when a celebration is.	Present tense When is ... ¿Cuál es la fecha de ___.	Tier 1 Months of the year, foods and beverages, activities related to a celebration Example: <i>tostones</i> , dance, eat
	Present tense It's the ... ___ es el ___ de ___.	
State what I do.	Present tense first person singular Yo ___o.	Tier 2 Idiomatic expressions and language specific vocabulary Example: I like
Express likes and dislikes.	Present tense I like/don't like Me gusta/n ___.	
		No me gusta/n ___.

DRAFT February 2015

Grade 5 Spanish

Theme	Global Challenges
Topic	Environmental Issues
Overview Unit # 3	Students will travel to the Galapagos islands off the coast of Ecuador. They will explore and describe the animals indigenous to the islands.
Essential Question	What does an animal need to survive?
Unit Focus	Learners will be able to: <ul style="list-style-type: none">• identify and describe various animals indigenous to the Galapagos islands• locate Ecuador on a map• indicate where animals live and what they need to survive

Grade 5 Spanish

World Readiness Standards For Learning Languages Emphasized in the Unit			
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Interpretive Communication</p> <p><i>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>Listening</p> <p>Example: Learners will listen to statements describing animals and choose the appropriate response.</p> </td> <td style="width: 50%; text-align: center;"> <p>Reading</p> <p>Example: Learners will read descriptions of animals and demonstrate comprehension.</p> </td> </tr> </table>	<p>Listening</p> <p>Example: Learners will listen to statements describing animals and choose the appropriate response.</p>	<p>Reading</p> <p>Example: Learners will read descriptions of animals and demonstrate comprehension.</p>
	<p>Listening</p> <p>Example: Learners will listen to statements describing animals and choose the appropriate response.</p>	<p>Reading</p> <p>Example: Learners will read descriptions of animals and demonstrate comprehension.</p>	
	<p>Presentational communication</p> <p><i>Learners present information, concepts, ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.</i></p>		
	<p>Rehearsed Speaking</p> <p>Example: Learners will present about an animal.</p>		
<p>Cultures React with cultural competence and understanding.</p>	<p>Relating Cultural Practices to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i></p> <p>Relating Cultural Products to Perspectives</p> <p><i>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>		
	<p>Learners will be able to</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between cultural practices and perspectives of the cultures. demonstrate an understanding of the relationship between cultural products and perspectives of the cultures. <p>Example: Learners will explain the importance of maintaining a National Park and protecting the wildlife there.</p>		
	<p>Making Connections</p>		

Grade 5 Spanish

<p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	<p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
	<p>Examples of connections to other disciplines: <u>Social Studies:</u> Physical geography <u>Science:</u> Animals' habitat</p>
	<p>Acquiring Information and Diverse Perspectives</p>
	<p><i>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</i></p> <p>Example: Learners will compare animals indigenous to the Galapagos with animals indigenous to the US.</p>
<p>Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.</p>	<p>Language Comparisons</p>
	<p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>Example: Learners will understand that all nouns in Spanish have a gender.</p>
	<p>Cultural Comparisons</p>
	<p><i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p> <p>Example: Learners will compare and contrast protected species.</p>
<p>Communities Communicate and interact with</p>	<p>School and Global Communities</p> <p><i>Learners use the language both within and beyond the classroom to interact and collaborate in their</i></p>

Grade 5 Spanish

cultural competence in order to participate in multilingual communities at home and around the world	<i>community and the globalized world.</i>
	Example: Learners will illustrate how to protect endangered animals.
	Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i>
	Example: Learners will reflect on the need to be environmentally active.

DRAFT February 2014

Grade 5 Spanish

Lesson Planning Components		
Language Functions	Related Structures/Patterns	Vocabulary Expansion
identify various animals indigenous to the Galapagos islands	Present tense singular There is Hay un/a ___.	Tier 1 Animals, adjectives, physical geography terms Example: dolphin, turtle, pretty, dangerous, lake, river Tier 2 Idiomatic expressions and language specific vocabulary Example: There is Tier 3 Domain- specific vocabulary for interpretive tasks
describe the various animals indigenous to the Galapagos islands	Present tense third person is El ___ es ___. La ___ es ___.	
indicate where animals live	Present tense third person lives El ___ vive en ___. La ___ vive en ___.	
indicate what they need	Present tense third person needs El ___ necesita ___. La ___ necesita ___.	