

# Fifth Grade World Language Curriculum

Unit: Careers	Time: September- November	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• Why do people speak different languages?</li><li>• How is Spanish different from English?</li><li>• Why is it important for me to learn another language?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can research three careers and discuss the skills required for each.</li><li>• I can write the skills required for different careers.</li><li>• I can use simple subjunctive verbs.</li></ul>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT<ul style="list-style-type: none"><li>○ Research three careers and discuss the skills required for each.</li><li>○ Write about the skills required for different careers.</li><li>○ Use simple subjunctive verbs to create a help wanted ad.</li><li>○ Discuss how languages can help follow certain career paths.</li></ul></li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Formative (On-going): Teacher observation, rubrics</li><li>✓ Summative (Culminating): Presentational rubric</li></ul>
		<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Spanish newspaper</li><li>• tablets</li></ul>

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## SUGGESTED ACTIVITIES

- Brainstorm careers that the students are interested in.
- Name ways that knowing more than one language can improve different careers.
- Examine help wanted ad in Spanish language newspapers (<http://elclasificado.com/>).
- Hold mock-interviews for a job.
- Discuss use of subjunctive and how it is used in English and Spanish.
- Practice conjugation of verbs in the subjunctive tense that are used for help wanted ads.
- Research different careers using the Internet.
- Type out help wanted ads for three careers using the subjunctive tense in Microsoft Word.

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Type out help wanted ads for one career.

## ENRICHMENT

- Allow students to create a multimedia presentation.
- Use recording techniques to record and evaluate skills learned.
- Have students interview each other and have a conversation in Spanish.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

**Vocabulary:** profesión, el doctor, el policía, el professor, el abogado, el cajero, el cocinero, el bombero, el enfermero, el reportero, el veterinario, el dentista

### Cross-Curricular Connections

**21st Century Skills:** CRP4 Communicate clearly and effectively and with reason.

**Technology:** 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

**SEL:** Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

**Language Arts:** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.7.: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

# Fifth Grade World Language Curriculum

Unit: Translator	Time: December- February	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• Why do people speak different languages?</li><li>• How is Spanish different from English?</li><li>• Why is it important for me to learn another language?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• I can discuss the role/job of a translator.</li><li>• I can use a Spanish-English dictionary.</li><li>• I can discuss the differences of Spanish and English.</li><li>• I can translate a short excerpt from a children’s book.</li></ul>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ SWBAT<ul style="list-style-type: none"><li>○ Discuss the role/job of a translator.</li><li>○ Use a Spanish-English dictionary in either a print or non-print form.</li><li>○ Discuss the differences of Spanish and English and how it presents a challenge for a translator.</li><li>○ Translate a short excerpt from a children’s book.</li></ul></li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Formative (On-going): Teacher observation, rubrics</li><li>✓ Summative (Culminating): Presentational rubric</li></ul>
		<p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Tablets</li><li>• Smartboard</li><li>• picture book</li><li>• graphic organizer</li><li>• dictionary</li></ul>

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## SUGGESTED ACTIVITIES

- Explore a sample job description of a translator (<http://www.gala-global.org/sample-job-description-technical-translator>).
- Explain the difference between interpretation and translation (<http://www.languagescientific.com/translation-services/multilingual-interpreting-services/interpreting-vs-translation-services.html>).
- Read an English picture book and then the same book in Spanish (“The Very Hungry Caterpillar” by Eric Carle) to compare them.
- Use a graphic organizer to compare the books. Discuss.
- Practice translating short phrases.
- Practice using a Spanish-English dictionary. A non-print example would be “Spanishdict.com.”

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.

## ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Use recording techniques to record and evaluate skills learned.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

**Vocabulary:** libro, autor, escribir, traducir, por

### Cross-Curricular Connections

**21st Century Skills:** CRP4 Communicate clearly and effectively with reason.

**Technology:** 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

**SEL:** Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.

**Language Arts:** RL.5.3.: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

# Fifth Grade World Language Curriculum

**Unit: Traditions and Holidays of Spain**

**Time: End of March- June**

**Standards:**

## Essential Questions

- Why do people speak different languages?
- How is Spanish different from English?
- Why is it important for me to learn another language?

## Enduring Understandings

- I can explore the regions and traditions of Spain.
- I can write a postcard including details about a cultural experience.
- I can use regular verbs in the past tense.
- I can express preference in the past tense.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  
7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.  
7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

## Benchmark Assessment(s)

### ➤ SWBAT

- Revisit and explore the regions and traditions of Spain by viewing videos and clips about Spain, reading stories or informational material, and researching on the Internet.
- Write a postcard or letter including details about a cultural experience based on the information they have researched.
- Conjugate and use regular verbs in the simple past tense.
- Express preference in the past tense.

## Other Assessments

- ✓ Formative (On-going): Teacher observation, rubrics
- ✓ Summative (Culminating): Presentational rubric

## Materials

- tablets
- Smartboard
- games
- postcards
- graphic organizer

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## SUGGESTED ACTIVITIES

- Research and/or print out readings about Spanish festivals/traditions from <http://www.gospain.org/>.
- Visit webpages dedicated to particular traditions (<http://www.latomatina.org/>, <http://www.casamuseoratonperez.es/>)
- Use <http://www.studyspanish.com> and videos from Discovery Education to introduce preterit tense.
- Play vocabulary and conjugation games.
- Present letters/postcards to students from someone who recently participated in a cultural activity in Spain and have them answer questions about it.
- Provide conversational guides and questions for the students to answer about the cultural activities.
- Use real post cards from Spain (<http://www.segundamano.es/coleccionismo-madrid/postales.htm>) for the students to write on or let them make their own.
- Compare and contrast different activities of various countries using a graphic organizer.
- Discuss how they would or would not like to participate in some of the cultural activities.

## REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.

## ENRICHMENT

- Allow students to create a multimedia presentation on activities.
- Use recording techniques to record and evaluate skills learned.
- Create vocabulary and conjugation games.
- Present activities that they would like to participate in and try to persuade others to join that activity.
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

**Vocabulary:** Fiesta de San Fermín, Ratoncito Pérez, tapas, bailar, Flamenco, Siesta, La Tomatina, La Semana Santa, La Navidad

### Cross-Curricular Connections

**21st Century Skills:** CRP7: *Employ valid and reliable research strategies.*

**Technology:** 8.1.5.A.3 *Use a graphic organizer to organize information about a problem or issue*

**SEL:** *Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.*

**Language Arts:** W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*