



## **Spanish - Grade 5**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Spanish Grade 5		
<b>Course Title:</b>	Spanish - Grade 5		
<b>Prerequisite(s):</b>	N/A		
<b>Course Description:</b> <i>Program of Studies</i>	Students will develop their communication and decision-making skills to compare and discuss different school subjects and materials, comparing their perspectives to classmates and students in other countries. Students will also dive into the fascinating world of the Galápagos Islands, learning to describe the physical characteristics, habitats, and diets of native animals. Finally, students will plan their dream trip, deciding on a destination, activities, travel dates, and essential packing items. Students will enhance their descriptive language and cultural awareness through discussions, research, and creative presentations.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is school like?</li> <li>● How does my school experience compare to others?</li> <li>● How do I describe an animal?</li> <li>● What makes an animal unique?</li> <li>● How do I choose where to go on a trip?</li> <li>● How do I prepare for a trip?</li> </ul>		
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● School schedules and materials can vary from person to person and culture to culture.</li> <li>● People experience school in a variety of ways.</li> </ul>		

	<ul style="list-style-type: none"> <li>• I use my preferences and interests to choose where to go.</li> <li>• When preparing for a trip, I consider the climate, activities, and terrain.</li> <li>• I use my preferences and interests to choose where to go.</li> <li>• When preparing for a trip, I consider the climate, activities, and terrain.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	N/A	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - Mi Escuela (School Life) (~12-13 weeks) <b>Unit 2</b> - Los Animales de Galapagos (Animals of the Galapagos Islands) (~12-13 weeks) <b>Unit 3</b> - ¡Buen viaje! (Have a good trip) (~12-13 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1- Mi Escuela (School Life)</b>
<b>Duration:</b>	~12-13 weeks
<b>Resource(s):</b>	N/A
<b>Unit Overview:</b>	Students will discuss and compare school subjects and materials.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● Schools and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is school like?</li> <li>● How does my school experience compare to others?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● School schedules and materials can vary from person to person and culture to culture.</li> <li>● People experience school in a variety of ways.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the verb “ir” in the first person with types of transportation.</li> <li>● vocabulary for school subjects and class periods.</li> <li>● verbs “gustarle” and “encantarle” to express an opinion.</li> <li>● vocabulary for items found in a classroom.</li> <li>● verb “necesitar” in the first person.</li> <li>● verb “hay” to state items in a classroom.</li> <li>● locations around the school.</li> <li>● interrogative words (what, how, which, where).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● explain how they get to and from school.</li> <li>● list the classes they have.</li> <li>● compare their school schedule with the schedules of students in Spanish-speaking countries.</li> <li>● express their opinions about their classes.</li> <li>● state items needed for a class.</li> <li>● identify school supplies used in Spanish-speaking countries.</li> <li>● Identify items in a classroom.</li> <li>● State where they go/need to go.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Los Animales de Galápagos (Animals of the Galapagos Islands)</b>
<b>Duration:</b>	~12-13 weeks
<b>Resource(s):</b>	N/A
<b>Unit Overview:</b>	Students will describe the physical characteristics, habitat, and diet of various animals native to the Galapagos Islands.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● Schools and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I describe an animal?</li> </ul>

	<ul style="list-style-type: none"> <li>● What makes an animal unique?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● I can use physical characteristics, habitat, and diet to describe animals.</li> <li>● Specific combinations of characteristics are what make animals unique.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● names of animals native to the Galapagos Islands.</li> <li>● vocabulary related to basic animal habitats (land vs sea).</li> <li>● 3rd person of the verb “ser” to say what animal it is.</li> <li>● 3rd person of the verb “vivir” to say where the animal lives.</li> <li>● 3rd person of the verb “ser” to say what the animal is like.</li> <li>● adjectives to describe size, speed, and color.</li> <li>● the verbs “camina”, “nada” and “vuela” to say how the animal moves.</li> <li>● 3rd person of the verb “comer” to say what the animal eats.</li> <li>● vocabulary related to foods animals eat.</li> <li>● 3rd person of the verb “tener” to say what physical features the animal has.</li> <li>● vocabulary related to animal features (tail, fur, etc).</li> <li>● interrogative words (what, how, where).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● name some animals of the Galapagos Islands.</li> <li>● describe where the animals live.</li> <li>● describe animals by their size, speed, and color.</li> <li>● explain how the animals move.</li> <li>● identify what the animals eat.</li> <li>● describe certain physical features the animals have.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - ¡Buen viaje! (Have a Good Trip)</b>
<b>Duration:</b>	~12-13 weeks
<b>Resource(s):</b>	N/A
<b>Unit Overview:</b>	Students will decide where they would like to go on a trip, what they would like to do, when to go, and what to bring.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● Schools and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I choose where to go on a trip?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do I prepare for a trip?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● I use my preferences and interests to choose where to go.</li> <li>● When preparing for a trip, I consider the climate, activities, and terrain.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● 1st person of the verb "ir" to say where and when they will go.</li> <li>● vocabulary related to different vacation destinations (coast, city, desert, etc.).</li> <li>● the expression "me gusta" to state what activities they like to do on vacation.</li> <li>● infinitive verbs associated with leisure activities.</li> <li>● weather expressions to compare and contrast the weather in various locations at different times of year.</li> <li>● numbers up to 100 to state the temperature.</li> <li>● 1st person of the verb "necesitar" to say what clothing they would need on vacation.</li> <li>● vocabulary related to clothing items.</li> <li>● interrogative words (what, which, when, where).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● say where they are going on vacation.</li> <li>● identify vacation destinations in a Spanish-speaking country.</li> <li>● list what leisure activities they like to do on vacation.</li> <li>● tell when (what month) they will go on their trip.</li> <li>● compare the weather and temperature in various locations and times of year.</li> <li>● describe what clothing they will need for different weather and activities.</li> </ul>