Grade 5 Spanish - Unit 1 - Mi casa ideal

Unit Focus

In this first unit of fifth grade, students will be using story-telling strategies to promote reading and listening comprehension of the essential super siete verbs. Students will learn about the many Spanish-speaking countries and their capitals to support their own research when they design their dream home in a Spanish speaking country.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- Presentational Communication: Learners present information, concepts, and 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 (C.1.3)
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Transfer

Students will be able to independently use their learning to...

T1 Gather information from a variety of resources and perspectives to build cultural context.
T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) **U2** The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. **U3** One can use language skills to pursue personal interests and broaden his/her opportunities.	*Students will keep considering...* **Q1** What does the source or text say? What does it mean? **Q2** What am I trying to say and how do I say it? **Q3** How do cultural products and practices reflect the beliefs and values of a people? **Q4** How can I connect with people (right now) who speak another language?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Vocabulary relating to rooms in the house and basic furniture	*Students will be skilled at...* **S1** Locating countries and capitals of the Spanish speaking world on a map

Stage 1: Desired Results - Key Understandings		
	K2 Countries and capitals of the Spanish speaking world **K3** Prepositional expressions (a lado de, cerca de, etc) **K4** Housing styles for different geography **K5** 1st, 2nd, and 3rd person high frequency verbs relating to actions in a house (mirar, comer, dormir, descansar, leer, etc) with focus on Sweet 16 verbs **K6** Connecting words (con, en, porque, etc)	**S2** Describing a house using unit vocabulary and prepositional expressions **S3** Communicating about different housing styles in various geographical regions of the Spanish speaking world **S4** Communicating about common activities that take place in the home **S5** Including connecting words to elaborate