



Grade 5 Spanish - Unit 2 - Mi Armario

Unit Focus

In this second unit of fifth grade, the students will be introduced to vocabulary and expressions related to clothing, colors, and personal preferences. Students will learn to describe what they and others are wearing, express their likes and dislikes, and participate in interactive learning experiences. Ultimately, the unit will culminate in the design of a closet for their dream home.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
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) - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) - Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) - Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2) - Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Gather information from a variety of resources and perspectives to build cultural context. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/endeavor. U4 One can use language skills to pursue personal interests and broaden his/her opportunities.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do I select and use information to support my ideas? Q3 What do I do when I don't understand? Q4 How does what I learned in one class/experience apply to another class/experience? How do I use that knowledge to go deeper? Q5 How will knowing another language help me explore my interests?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Vocabulary related to clothing and leisure activities	<i>Students will be skilled at...</i> S1 Describing clothing with accurate adjective agreement

Stage 1: Desired Results - Key Understandings

	K2 Conjugated verb + infinitive structures (querer + inf; necesitar + inf; etc) K3 Connecting words (con, porque, en, pero, sin, entonces, etc) K4 Seasonal trends by region of the Spanish speaking world K5 Adjective agreement for singular and plural nouns/articles	S2 Including connecting words to elaborate S3 Choosing activities and appropriate clothing for a given climate S4 Expressing wants and needs using conjugated verb + infinitive structures
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