



Grade 5 Spanish - Unit 3 - Un viaje por el mundo latino

Unit Focus

In this final unit of fifth grade, the students will travel the world to explore Spanish speaking countries. They will experience culture through the eyes of a book character named Renata who travels the world with her magical piñata. The students will develop the skills to look for language patterns that ultimately allow them to tell a story using the same themes and structures they have been working with to learn about Renata, as they continue to explore cultural details about their selected country.

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) - 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) Madison Public Schools Profile of a Graduate - 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)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. 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)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> Q1 How do I develop comprehensible sentences to show understanding of what I am seeing or reading? Q2 How do authors develop patterns and sequence in the text to help tell a story? Q3 How are other cultures different from my own, and from each other? Q4 What do I do when I don't understand?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 High frequency words associated with the story "La piñata de Renata" K2 Third person plural forms of high frequency verbs K3 The use of -mente to form adverbs	<i>Students will be skilled at...</i> S1 Demonstrating comprehension of vocabulary and stories by giving accurate and appropriate responses

Stage 1: Desired Results - Key Understandings

K4 Connecting words with a focus on sequencing (primero, al final, próximo, etc)

S2 Communicating in the first, second and third person singular and third person plural
S3 Identifying cognates in texts in the target language in order to make meaning
S4 Using connecting words to communicate the sequence of events in a story
S5 Using adverbs to provide detail
S6 Reading at the novice level