

West Windsor-Plainsboro Regional School District
Spanish Grade 5

**Unit 1: Mi información personal
(My Personal Information)**

Content Area: World Language

Course & Grade Level: Grade 5 Spanish

Summary and Rationale

I am me, and I am unique! In Unit 1, students begin the year by reflecting on personal information in Spanish. Learners will exchange information (name, birthdate, birthplace, age etc.) to become aware that their background and culture are an essential aspect of being global citizens. Students expand vocabulary and language functions necessary to share and obtain personal information and recognize perspectives of different cultures.

35 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Standard 7.1.NM Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Anchor Standards for Writing	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Critical Thinking and Problem-solving	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
Impacts of Computing	
CPI #	Cumulative Progress Indicator (CPI)

8.1.5.IC.2:	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
New Jersey Learning Standards for Social Studies	
Civics, Government, and Human Rights: Civic Mindedness	
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Instructional Focus	
Unit Enduring Understandings	
<p>Children will understand that:</p> <ul style="list-style-type: none"> ● I am a global citizen. ● Our world is made of many different countries and people. ● Our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique. ● Being welcomed, valued, respected and celebrated requires knowing about yourself and others. ● Obtaining personal information requires specific questioning structures. ● There are formulaic questions and expressions in Spanish that are essential when meeting and getting to know people. ● It is important to listen, observe and actively participate when learning another language. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Who am I and how can I get to know you? ● What cues do I listen and watch for before I respond to questions and statements about myself? ● How can I improve my communication in Spanish with my teacher and classmates? ● Am I the same/different from you? How? Why? ● What do I do when I am stumped in a conversation with others and cannot find the word I am looking for? ● How can I get the things I need when I do not know all the words and expressions to ask the right questions? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The Spanish Classroom contract: Respeto, Mirar, Escuchar, Concentración, Hablar en español. (Respect, Look, Listen, Concentrate, Speak Spanish). ● Culturally appropriate gestures and body language to convey and interpret meaning. ● Possessive adjectives first person in singular and plural form (<i>mi / mis</i>). ● Key vocabulary for personal information such as name, last name, date of birth, age, birthplace. ● Numbers from 0 to the thousands to obtain personal data. ● Spanish alphabet to increase accuracy when spelling and writing personal information. ● Formulaic questions and answers to obtain personal information. (<i>¿Cuál es...? ¿Cómo se escribe...? ¿Qué es...? ¿Cuánto(s)...?</i>). 	

Students will be able to:

- Identify and follow the five key elements of the Spanish Classroom contract.
- Recognize culturally appropriate gestures and body language to convey and interpret meaning.
- Identify key vocabulary for personal information such as name, last name, date of birth, age, birthplace to exchange personal information.
- Apply personal information using 1st person: *mi nombre, mi edad etc..*
- Spell and write words associated with personal information.
- Ask and answer questions to obtain information (*si/no*; options questions, *es/tiene*)
- Use numbers from 0 to the thousands to express personal data (dates of birth, age, year).
- Ask and answer questions regarding personal information (*¿Cuál es...? ¿Cómo se escribe...? ¿Qué es...? ¿Cuánto(s)...?*).
- Describe self orally and/or in writing.

Evidence of Learning**Assessment:** **Formative Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting using a variety of formative assessments across the three modes of communication. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

5th grade suggested assessments:

- Hand signals such as thumbs up/down
- TPR gestures for showing understanding
- Concept map/graphic organizers
- Think-Pair-Share mini sessions
- Observing group discussion for understanding of objective
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)

 Summative Assessment

The three modes of communication provide the organizing principle for describing language performance and proficiency:

Interpersonal assessments measure a student's ability to interact, negotiate, and converse in the target language, either orally or in writing

Interpretive assessments measure a student's ability to understand and process what is read, heard, or viewed in the target language

Presentational assessments measure a student's ability to produce either spoken or written communication in the target language

5th grade common assessment:

Interpretive task: A letter from a native Spanish speaking student will be given to learners. After reading the personal information shared, students will use different strategies to demonstrate understanding of content and answer questions.

Alternative Assessment

Modifications and [accommodations](#) are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are ongoing and governed by grade level appropriate ACTFL proficiency guidelines and performance descriptors as evidenced by AAPPL assessments and in class observation and tasks.

Resources

Suggested Resources:

“El mundo de Felipe” by Pía León

- Teacher selected visuals related to content
- Teacher created materials
- Drawing materials (Dry erase boards, markers, erasers, chart and construction paper)
- Games (memory, matching, guessing, Eggspert, “Headbands” game, Flyswatter)
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)
- AAPPL activities (3 modes of communication)

**Unit 2: ¡Te presento a mi familia!
(Let's get to know my family!)**

Content Area: World Language

Course & Grade Level: Spanish, Grade 5

Summary and Rationale

Families come in all shapes and sizes! Whatever your family structure is, one or more family members often play a major role in students' lives. After sharing about themselves in Unit 1, students are ready to expand their learning to talk about their family in Spanish. To enable students to talk about the most important people in their lives with other Spanish-speakers, students will learn how to describe familial relationships and give information about family members and friends. Students will continue to build proficiency by adding more language structures to obtain and exchange information. They will navigate communicative tasks when gathering information about their peers' families and will better understand the community around them.

25 lessons (40 minutes twice a week)

2020 New Jersey Student Learning Standards – World Languages

Standard 7.1 World Language:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Standard 7.1.NM Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Standard: 7.1.NM Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
--------------	--

7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: 7.1.NM Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Anchor Standards for Writing

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Critical Thinking and Problem-solving

CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards for Computer Science and Design Thinking

Impacts of Computing	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2:	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
New Jersey Learning Standards for Social Studies	
Civics, Government, and Human Rights: Civic Mindedness	
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Instructional Focus
<p>Unit Enduring Understandings</p> <p>Children will understand that:</p> <ul style="list-style-type: none"> ● I am a global citizen. ● How family life might be similar and/or different across the globe. ● Our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique. ● Being welcomed, valued, respected and celebrated requires knowing about yourself and others. ● Obtaining personal information requires specific questioning structures. ● There are formulaic questions and expressions in Spanish that are used to describe, engage, and negotiate meaning when communicating with others. ● It is important to listen, observe and actively participate when learning another language.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What can we tell each other about our families? ● Are our families the same/different? How? Why? ● What cues do I listen and watch for before I respond to questions and statements about myself and others? ● How can I improve my communication in Spanish with my teacher and classmates? ● What do I do when I am stumped in a conversation with others and cannot find the word I am looking for? ● How can I get the information I need when I do not know all the words and unique linguistic elements to ask the right questions?

Objectives:

Students will know:

- The Spanish Classroom contract: Respeto, Mirar, Escuchar, Concentración, Hablar en español. (Respect, Look, Listen, Concentrate, Speak Spanish).
- Culturally appropriate gestures and body language to convey and interpret meaning.
- Key vocabulary related to family relationships (parentesco: padre, madre, hermano/a mayor/menor, primos/as, tíos/as, abuelos/as).
- Possessive adjectives third person in singular and plural form (su/sus).
- Personal information pertaining to family members such as name, last name, date of birth, age, birthplace.
- Linguistic structures needed to obtain personal information.
- Strategies to sustain conversations such as repetition, asking for clarification and using circumlocution.
- Effective writing strategies (introduction, body and closing) when presenting information about a friend's family.
- An authentic folkloric story "Tejedora del Arcoíris" regarding the importance of relationships.

Students will be able to:

- Identify and follow the five key elements of the Spanish Classroom contract.
- Recognize culturally appropriate gestures and body language to convey and interpret meaning.
- Identify key vocabulary related to family relationships (parentesco: padre, madre, hermano/a mayor/menor, primos/as, tíos/as, abuelos/as).
- Apply possessive adjectives third person in singular and plural form (su/sus).
- Ask and answer questions regarding personal information (*¿Cuál es...? ¿Cómo es..? ¿Cómo se escribe...? ¿Qué es...? ¿Cuánto(s)...?*).
- Apply linguistic structures related to pronouns (third person singular).
- Create simple sentences to build paragraphs to craft writing products.
- Produce writing that includes organization, sequencing, style, and editing appropriate to a presentational task about a friend's family.
- Design a cultural product inspired by an important relationship.

Evidence of Learning

Assessment:

Formative Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting using a variety of formative assessments across the three modes of communication. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

5th grade suggested assessments:

- Hand signals such as thumbs up/down
- TPR gestures for showing understanding
- Concept map/graphic organizers
- Think-Pair-Share mini sessions
- Observing group discussion for understanding of objective

- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)

Summative Assessment

The three modes of communication provide the organizing principle for describing language performance and proficiency:

Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing

Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language

Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language

5th grade common assessment:

- Students will create a presentational task (narrative, flipgrid, Padlet, Google Slide with audio) about a friend’s family using the information gathered throughout the learning process.
- Students will generate and describe cultural product based on the story “Tejedora del Arcoiris” (bookmarks, personalized bracelets, quilts, placemats).

Alternative Assessment

Modifications and acomodations are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are ongoing and governed by grade level appropriate ACTFL proficiency guidelines and performance descriptors as evidenced by AAPPL assessments and in class observation and tasks.

Resources


Suggested Resources:

- En mi familia by Carmen Lomas Garza
- Cuadros de familia by Carmen Lomas Garza
- Ventanas Mágicas by Carmen Lomas Garza

- Teacher selected visuals related to content
- Teacher created materials
- Drawing materials (Dry erase boards, markers, erasers, charts and construction paper)
- Games (memory, matching, guessing, “Headbands” game, Flyswatter)
- Classroom based activities using digital tools (Padlet, Flipgrid, Kahoot, Jamboard, Quizlet, Peardeck, Liveworksheets)

Videos related to family members and relationships:

 **La familia para niños - Ana y su familia - Aprende los miembros de la familia**

 **La Familia, Spanish family members song and video. Learn family members in Spanish for kids**

[La familia real](#)

 **La Familia | Cortometraje**

Tejedora del Arcoíris (Rainbow Weaver) por Linda Elovitz Marshall

Lectura del cuento : [Tejedora del Arcoíris](#)

- Publisher Teacher's guide: [Guia de actividades](#) & [Additional Teacher's Guide Resources](#)
- **Videos:**
 - ▶ [Letras para #pulseras y bolígrafos de #hilo #abecedario completo #asmr](#)
 - ▶ [Como hacer pulsera con nombre \[facil\] // pulsera de hilo](#)
- Recycle activities: [Artifacts made out of Plastic Bags](#)
- [Weaving and Braiding-Art Crafts](#)