



West Windsor-Plainsboro Regional School District

5th Grade Spanish Literacy & Culture

**Unit 1: Somos únicos
We're Unique**

Content Area: DLI Spanish Literacy & Culture

Course & Grade Level: 5th Grade Spanish Literacy & Culture

Summary and Rationale

What do we all have in common? One thing is certain; we are all unique! Last year, in 4th grade, students gained an understanding of the various people from different walks of life who make up the Spanish-speaking world. They learned about famous artists, musicians, actors, politicians, writers, and leaders who have paved the way for other generations to grow, learn, and live in our world. Students were able to use their understanding of each person's life and career to improve their writing, speaking and presentation skills, as well as to make connections between their world and the larger world of Spanish-speaking people. This year, students will take a close look at themselves, their past, their present, and their future. Students will explore different genres of writing and be able to pay close attention to their lexicon and grammar while learning more about what makes them unique. Students will become better writers by growing their vocabulary, learning new structures, editing their drafts, and demonstrating that they can look at themselves closely and work to fulfill their personal best.

Recommended Pacing

26 days/classes

New Jersey Student Learning Standards for World Languages

Standard: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change

Standard: Standards for Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Standard: Standards for Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

CPI #	Cumulative Progress Indicator (CPI)
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Interdisciplinary Standards: Social Studies

6.1.5.CivicsPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
-------------------	---

6.1.5.CivicsPD.3:	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.HistoryUP.7 :	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Instructional Focus

Unit Enduring Understandings

- Each of us is unique in our own right. We may share genes with family but we're our own person. We think differently and behave differently. We have varying physical aspects and yet we live in harmony with our family, friends, neighbors, and strangers.
- Our past helps to define who we are, but we still have the opportunity and ability to change the course of our future.
 - Students will think about and explore where they would like to be and who they would like to become. Through writing, presenting, chatting, and role-play, students will be able to express how they see themselves now and how that will shape their future endeavors.
- We all evolve. Students will be able to see how they have evolved from the cute and dependent infant to the independent and precocious 5th grader that they are.
 - By exploring their past, students will be able to explore what they were like and how they've changed or stayed the same. Students will also see that over the centuries, humans have evolved and that evolution varies and depends on where in the world the person lives/is from.

Unit Essential Questions

- How am I unique? What makes me, me?
- What am I like? Physically, personality-wise, my strengths, my insecurities/imperfections?
- Do I share traits, interests, with others?
- What was I like as a baby, toddler, preschooler, and in elementary school?
- What are some differences I see in myself now and when I was younger?
- Am I perfectly imperfect? - What does that question mean to ME?
- What would I like to be when I grow up?
- Where do I see myself as a young adult? (20-26 yo) Where do I see myself as a mature adult? (30-50 yo)
- Where do I see myself as a grandparent?
- What about me, right now, draws me to want to do these things in the future?
- What will I do if I try and fail?

Objectives

Students will know:

- Vocabulary for describing themselves physically and emotionally.
 - vocabulary for the parts of the body
 - vocabulary to describe personality
- Vocabulary for defining and explaining what makes them unique
- Reasons why the environment/family influences the formation of a person
- How to use the preterite and imperfect when narrating their past
- How to use the present to write and speak about themselves
- How to use the future and subjunctive to speak and write about their future
- Vocabulary and language functions to compare and contrast themselves with others
- Phrases for expressing opinions and explaining points of view.
- Vocabulary to discuss being a leader in our own communities in the future

Students will be able to:

- Identify attributes they possess

- Identify and describe how they're unique and similar to others around them
- Express opinions related to the different practices, products, and perspectives presented in class
- Utilize nuanced terminology to discuss biographical information in Spanish
- Cite examples of values and beliefs that are comparable with their values
- Explain how our environment and upbringing shape who we become
- Express opinions about actions to take today in order to become the person they want to become
- Summarize reasons why issues of equity, acceptance, and inclusion help us appreciate and value the contributions of people of diverse communities and backgrounds
- Describe what they will do and what they hope to do in the future using the futuro simple, futuro compuesto, and futuro cercano

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources

See the "Department Resource Folder for Teachers"

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Commercials, videos, short films, movies
- Songs and audio recordings

**Unit 2: “Somos cuenteros/ cuentistas”
We Are Storytellers**

Content Area: DLI Spanish Literacy & Culture

Course & Grade Level: 5th Grade Spanish Literacy & Culture

Summary and Rationale

Stories are core to who we are as people. We can all see ourselves as a “storyteller,” or a person who tells stories to inform, share, teach, and bring joy to others. In our second unit, “We are Storytellers,” students will learn about many authentic auditory and literary resources such as stories, folktales, and inspirational biographies of notable Spanish-speakers, Latinos, and Hispanic-Americans. In addition to learning about aspects of Hispanic culture, students will read, tell, create, and write about short stories, simple poetry, biographies, songs, and videos in Spanish.

In this unit, students will learn to be good storytellers and to create their own stories in the format that they choose: a handwritten text, an illustrated story, a digital story, a comic, a video or podcast. Why are students going to read, write, and tell stories in this unit? Because we would like to encourage students to become Spanish writers. Students will be able to create or retell that story that they always wanted to write and have never written. In addition, they will be able to share their stories with classmates, teachers and/or family members. Writing is a long process and requires lots of practice; in order to become better writers and storytellers, students will practice their writing and work to develop their spelling, mechanics, and organization of cohesive paragraphs all while finding their voice and honing their storytelling craft in Spanish.

Recommended Pacing

26 days/classes

New Jersey Student Learning Standards for World Languages

Standard: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Standard: Standards for Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Standard: Standards for Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

CPI #	Cumulative Progress Indicator (CPI)
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

New Jersey Student Learning Standards for Computer Science and Design Thinking

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

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
-----	---

Interdisciplinary Standards: Social Studies

6.1.5.CivicsPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.3:	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Instructional Focus

Unit Enduring Understandings

- Surely many times you have been surprised to hear someone tell you a story or something that interests you. You may have remained silent. You may have been listening attentively until the narrator finishes the story. As we become good readers, we can also become good storytellers.
- We can be good readers and narrators when we actively engage with the story and visualize what is happening, follow the events of the story and anticipate what will happen next.
- Students will become good storytellers through reading, writing, and narrating or retelling stories.
- Reading and telling stories will help students to develop comprehension and writing skills, expanding their vocabulary and oral fluency as they become more confident to communicate and relate to others through oral, written, or digital communication.

Unit Essential Questions

- How can learning about folk tales and stories of other cultures teach us about our own?
- How are reading and writing connected?
- How do storytellers tell stories?
- How do storytellers/ writers use experiences to generate story ideas?
- How do storytellers use their voice and facial clues to tell a story?
- How do storytellers rehearse their stories to make them more meaningful for an audience?
- How can reading stories of notable people inspire and motivate us?
- What are the main parts of a story?
- How do storytellers sequence their stories?
- When does a storyteller introduce their characters?
- How do storytellers share their stories?

Objectives

Students will know:

- The elements of a narrative: Narrator/ Characters /Time/Space
- The parts of a story
- Common structures of a story
- Key vocabulary and language functions to write a story
- That all stories, whether told, drawn, or written have a beginning, middle and end
- Present and past tense forms of certain verbs found in stories that they read
- Different techniques to engage the audience when sharing their stories
- How to identify true stories and imaginary stories
- How to communicate their point of view through stories
- How to use a variety of sentence structures to orally create or retell a story

Students will be able to:

- Demonstrate comprehension of stories

- Tell stories both orally and in writing
- Create or retell a story in writing
- Identify parts of a story
- Identify and explain the elements of a narrative
- Identify and describe actions that can take place in the past and in the present.
- Use both description and dialogue to tell their stories.
- Summarize a story
- Use their voice to add emphasis to their stories

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Resources

See the "Department Resource Folder for Teachers"

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Commercials, videos, short films, movies
- Songs and audio recordings

**Unit 3: Somos vecinos
We are Neighbors**

Content Area: DLI Spanish Literacy & Culture

Course & Grade Level: 5th Grade Spanish Literacy & Culture

Summary and Rationale

Won't you be my neighbor? In the third unit, our fifth grade students will explore who is in their communities, and how these people with their various professions contribute to the fabric of their neighborhoods. The students will explore career paths and appreciate the diverse roles professionals and community helpers play in shaping their communities. Students will engage in writing activities, group discussions, and presentations, to continue to strengthen all modes of communication. They will explore and reflect on their neighborhoods, and grow to appreciate the importance of community and cultural diversity in their immediate environment. In sum, students will integrate reading, writing, listening, and speaking tasks to enhance language proficiency as they explore their immediate environments with the theme "We are neighbors."

Recommended Pacing

26 days/classes

New Jersey Student Learning Standards for World Languages

Standard: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change

Standard: Standards for Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as

they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Standard: Standards for Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

CPI #	Cumulative Progress Indicator (CPI)
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.3:	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● We are all essential parts of our communities. ● When we embody our roles with purpose, we'll promote cultural appreciation, empathy, and open-mindedness towards diverse communities. ● There are multiple possibilities for a career path in each student's future. <ul style="list-style-type: none"> ○ By incorporating various professions into the unit's activities, students will gain a deeper understanding of how these roles contribute to the fabric of a community, and appreciate the diverse roles that professionals and community helpers play in shaping their communities. ● Cultural diversity brings in the opportunity to compile better solutions to challenges encountered by society. <ul style="list-style-type: none"> ○ This 5th grade class will see that cultural diversity enriches society by bringing together people of different backgrounds, perspectives, and experiences. This formula fosters a unique environment where individuals can collaborate to find innovative solutions, employ creative and adaptive problem solving, and arrive at better solutions that can benefit everyone. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What defines a neighborhood? ● Who are the people in my community and how do they contribute to it? ● How can we foster positive relationships with our neighbors near and far? ● What makes a neighborhood inclusive and welcoming to all residents? ● How do people contribute to their communities? ● How do people in different professions and occupations work together to address challenges and improve their communities? ● What role do community helpers and professionals play in creating a safe and supporting environment for everyone? ● How do neighborhoods and life in a city compare to life in rural areas? ● What impact does diversity have in the effort to find solutions to the challenges facing society? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Neighborhood related vocabulary to talk about urban development ● Vocabulary to discuss directional phrases to use a community or city map ● Vocabulary to identify differences between city and country life ● Pertinent adjectives and verbs, to provide detailed descriptions of neighborhoods, focusing on nuances and subtleties ● Vocabulary for professions and the ability to explain their contribution to the community ● Vocabulary to discuss essential community services like public transportation and recycling programs ● Expressions to sustain meaningful discussion on the topics career interest and choice ● Proper verb forms to express time reference orally and in writing 	

Students will be able to:

- Discuss cultural factors that might influence relationships among neighbors
- Compare and contrast their own neighborhood characteristics with the characteristics of some neighborhoods in Spanish-speaking communities
- Explain, give, and take directions to navigate a city map
- Explore the role of community helpers in a community
- Compare and contrast different cultural celebrations and practices in several Spanish-speaking cities
- Explore folktales and stories from Spanish-speaking cultures that emphasize the value of community and good neighbors
- Analyze common neighborhood issues and brainstorm possible solutions
- Express future plans or future hopes utilizing proper grammatical tense with high frequency verbs.

Evidence of Learning

Assessment:

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Resources

See the "Department Resource Folder for Teachers"

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Commercials, videos, short films, movies
- Songs and audio recordings