



Grade 5 Spanish - Unit 1 - Not all classrooms are created equal

Unit Focus
"Not all classrooms are equal." This unit introduces grade 5 Spanish students to the classroom, specifically their Spanish classroom at Brown School. Students will be able to identify classroom objects and materials, and use basic questions to communicate what they need in their classroom. Students will learn how weekly independent reading will be a part of their classroom at Brown, as compared to the Biblioburro in Colombia that delivers books to children in need. Students will be able to compare and contrast classrooms around the world with their own and address a need in an underprivileged classroom, in order to understand that not all classrooms are created equal.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 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 <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 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. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p>	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	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q1 How can I express what I need in my Spanish classroom?	
U2 Effective communicators make choices about how to deliver their message.	Q2 How are other cultures different from my own, and from each other?	
	Q3 How does reading impact my life and the lives of others?	
	Q4 What do I do when I don't understand?	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 Classroom materials vocabulary (list): el cuaderno, el lapiz, la carpeta, el libro, el sacapuntas, la pizarra, las tablillas, la grapadora, el pegamento, las tijeras	S1 Providing simple responses to oral questions. S2 Identifying classroom materials in context.	
K2 High frequency verbs (tener, estar, necesitar, hay)	S3 Using basic questions to communicate needs in the	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- C.3.1 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.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*
- C.4.2 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.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*
- C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Student Growth and Development 21st Century

Capacities Matrix

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

K3 Classroom questions and expressions (list): ¿Puedo ir al baño?¿Puedo tomar agua?¿Cómo se dice?¿Puedo usar inglés?¿Puedo usar el sacapuntas? No comprendo. Repite, por favor.

K4 Third person of present tense (students will produce and recognize)

K5 The story of Biblioburro delivering books to children in a rural village in Colombia

classroom.

S4 Demonstrating listening comprehension of vocabulary and stories by using accurate and appropriate gestures.

S5 Speaking in the third person to describe the classroom and el Biblioburro.

S6 Identifying cognates in texts in the target language in order to make meaning.

S7 Reading contextually to develop vocabulary.