

Wilmette Public Schools, District 39
Grade 5 Spanish Curriculum

Statement of Philosophy

“Knowing how, when, and why to say what to whom.” -ACTFL

District 39 believes in empowering students to become positive and empathic global citizens. Language and communication are at the heart of the human experience. Therefore, the ability to communicate in another language and to reflect upon cultures, both past and present, fosters an appreciation for one’s place in a global village. Through the use of authentic language and cultural exposure, students build foundations for experiencing meaningful connections and develop an appreciation of cultural similarities and differences. These authentic learning experiences equip our students to be linguistically, socially, and culturally competent members of society.

Goal Areas and Big Ideas	National World Readiness Standards for Learning Languages		
<p>Communication <i>Goal:</i> Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes. <i>Big Idea:</i> Language is at the heart of all human interaction.</p>	<p>Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>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>
<p>Cultures <i>Goal:</i> Interact with cultural competence and understanding. <i>Big Idea:</i> Culture and language are inseparable; they influence and reflect each other.</p>	<p>Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied</p>	
<p>Connections <i>Goal:</i> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. <i>Big Idea:</i> The study of World Languages enhances learning and provides access to other content areas, strategies, and resources.</p>	<p>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.</p>	<p>Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>Comparisons <i>Goal:</i> Develop insight into the nature of language and culture in order to interact with cultural competence. <i>Big Idea:</i> Comparing and contrasting one’s own and other languages and cultures enable individuals to gain new insight about self and the world.</p>	<p>Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>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.</p>	
<p>Communities <i>Goal:</i> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. <i>Big Idea:</i> The study of World Languages enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>School and Global Communities Learners are encouraged to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

Unit 1- ¿Quién soy yo?

Theme: Personal and Public Identity Essential Question: <i>How am I unique?</i> <i>In what ways do I connect with my classmates?</i>		Performance Range: Novice High	Approximate Time: 7 weeks
Learning Scenario			
Since you are a new student at HMS, you will be meeting a lot of new people. Introduce yourself and get to know your classmates.			
Unit Goals/Objectives			
Students will be able to: <ul style="list-style-type: none"> •Express feelings and emotions •Describe personal likes and dislikes •Ask and answer questions pertaining to self •Make connections with classmates 			
Can Do Statements			
Interpretive	<ul style="list-style-type: none"> •I can usually understand short simple messages on familiar topics written in first person. (IR) •I can understand a few courtesy phrases. (IL) 		
Presentational	<ul style="list-style-type: none"> •I can present information about my life using phrases and simple sentences. (PS) •I can write short notes using phrases and simple sentences. (PW) 		
Interpersonal	<ul style="list-style-type: none"> •I can interact with others in everyday personal situations. (IC) 		

Unit 2- Aprendemos en una escuela única

Theme: Contemporary Life Essential Question: <i>What makes a school unique?</i> <i>How is my school day similar to or different from the school day in the target culture?</i>		Performance Range: Novice High	Approximate Time: 8 weeks
Learning Scenario			
We are investigating the possibility of having a sister school in Costa Rica. Learn about different schools there and share what makes HMS special.			
Unit Goals/Objectives			
Students will be able to: <ul style="list-style-type: none"> •Identify what school supplies are needed at Highcrest. •Identify the classes offered at Highcrest. •Describe the topics of study in different classes. •Explain recess and lunch options and activities. •Describe places in the school. •Compare and contrast Highcrest with example schools in Costa Rica. 			

•Make connections between their school experience with those of Costa Rican students.	
Can Do Statements	
Interpretive	•I can recognize and understand words and phrases related to school.
Presentational	•I can tell about my school using phrases and simple sentences. •I can write basic information about my school and school day.
Interpersonal	•I can exchange information using texts, graphs or pictures of schools, supplies, and classrooms. •I can interact with others in everyday situations involving school.

Unit 3- Familias Interesantes

Theme: Family and Communities Essential Question: <i>How do friends and family influence who I am?</i> <i>Whom do I consider to be part of my family?</i> <i>What are the ways your family structure is different from families in target cultures?</i>	Performance Range: Novice High/Intermediate Low	Approximate Time: 8 weeks
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Learning Scenario

Your creativity has led you to enter a competition to create a family for a new Spanish TV show. As you prepare for your presentation, you will talk about different cartoon families, as well as your own.

Unit Goals/Objectives

Students will be able to:

- Describe how people are related in a family.
- Describe family members.
- Make connections between one family and another.

Can Do Statements

Interpretive	I can understand short simple messages about families. (IR)
Presentational	I can tell about a familiar experience or event using phrases and simple sentences. (PS) I can write basic information about things I have learned related to family. (PW)
Interpersonal	I can recognize and understand words and phrases that I have learned about families. (IL)

Unit 4- Los mercados de México

Theme: Contemporary Life Essential Question: <i>How is a culture reflected in its products?</i> <i>How do I interact appropriately in situations encountered when I travel?</i>	Performance Range: Novice High/Intermediate Low	Approximate Time: 7 weeks
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Learning Scenario

You and your family are visiting Mexico. Learn about products from there and different ways to shop.

Unit Goals/Objectives

Students will be able to:

- Explore cultural significance of a market and the items sold
- Use number vocabulary in relation to prices
- Identify and describe market items
- Converse in a market situation

Can Do Statements

Interpretive	<ul style="list-style-type: none"> •I can usually understand short simple messages about products and prices. •I can recognize and understand words and phrases that I have learned for specific purposes related to the market.
Presentational	<ul style="list-style-type: none"> •I can write about a familiar experience or event using practiced material related to a market/shopping.
Interpersonal	<ul style="list-style-type: none"> •I can recognize and understand words and phrases that I have learned for buying/selling in a market.

Unit 5-Una civilización antigua: Los Maya

Theme: Beauty and Aesthetics Essential Question: <i>How are monuments important to a society?</i> <i>How is culture reflected in the people and places of an area?</i>	Performance Range: Novice High/Intermediate Low	Approximate Time: 6 weeks
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Learning Scenario

While visiting Mexico, you and your family decide to visit Chichén Itza to discover the mystery of the Mayans.

Unit Goals/Objectives

Students will be able to:

- Identify and describe important structures and monuments left by the Mayans.
- Describe the Mayan culture of the past and its impact on the world.

Can Do Statements

Interpretive	<ul style="list-style-type: none"> •I can understand short, simple descriptions with the help of pictures or graphs. (IR)
Presentational	<ul style="list-style-type: none"> •I can write basic information about things I have learned related to a place. (PW)
Interpersonal	<ul style="list-style-type: none"> •I can exchange information using texts, graphs or pictures about places and structures. (IC) •I can recognize and understand words and phrases that I have learned about specific places and structures. (IL)